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HEADLINES

FEDERAL AID

Representative Pace has introduced a federal aid to education bill authorizing \$300,000,000 yearly for assisting elementary and secondary schools. Funds would be apportioned according to the number of children from 5 to 17 and to the annual income payments from each state. State control would be carefully safeguarded. (Story on page 68.)

SCHOOL LUNCH BILL

The Senate passed and sent back to the House the school lunch bill calling for a \$100,000,000 appropriation, which is double the amount the House had authorized. The bill is being worked over by conferees from both Houses for adjustment of differences. (Story on page 68.)

STUDENT EXCHANGES

Senator Fulbright's bill S. 1636 would dispose of surplus property now being held abroad so as to create an educational fund which would bring foreign students here and send American students abroad. (Stories on pages 68 and 32.)

CONTROL OF ATOM BOMB

High school pupils in Oak Ridge, Tenn., have organized a Youth Council on the Atomic Crisis and have begun a drive for similar councils in high schools of the nation. The boys and girls came out in the school paper of the Oak Ridge High School with the following statement: "There is no secret. There is no defense. There must be world control."

The youth council idea has attracted the attention of radio commentators, the press, legislators and scientists and the movement is taking hold.

The youngsters have written 900 letters to congressmen and have now sent to Philadelphia and Washington the first of several debating teams to thresh out the issues of domestic and international control.

DRAFT BILLS

Representative May, chairman of the House military affairs committee, introduced a bill which would extend the draft law for six months. (Story on page 68.)

The Senate military affairs committee is considering a new proposal by Senator Thomas for extending the Selective Service Act six weeks beyond its expiration date, one of the objectives being to catch approximately 200,000 high school and college students who have reached 18 but have been deferred until the end of the present school term.

SCHOOL SAVINGS CONTINUE

The school savings program of the Treasury Department is to be continued. U. S. savings bonds and stamps will remain on sale. The Treasury Department in cooperation with the U. S. Office of Education will assist schools in developing study units and teaching aids on personal money management and government finance. (Story on page 78.)

CULTURAL CENTER URGED

A move is afoot to establish a United Nations cultural center in Washington, D. C. The State Department is backing the move together with other organizations, including U.N.E.S.C.O. Some hope that the establishment of such a center may lead to a University of the United Nations. (Story on page 74.)

CHICAGO SCHOOLS

Members of the teachers' union in Chicago applauded loudly a civic speaker's call for the ouster of the president of the board of education

and the superintendent of schools at a meeting March 16.

Attacks against the Chicago public school system made in the N.E.A. report on the situation last year were sifted by a subcommittee of the city council at a public hearing March 18. Mayor Kelly ordered the hearing after the possibility of a grand jury investigation of the schools had been considered.

VETERANS' ALLOWANCES

The Veterans Administration is now sending representatives from each field office into schools and colleges to check up on student veterans who have not been getting their subsistence allowances on time. Visits are being made the first week of each month. (Story on page 72.)

SURPLUS PROPERTY

Surplus food and agriculture commodities can now be purchased at a 40 per cent discount from "fair value" by eligible educational institutions. There are certain qualifications, however. (Story on page 68.)

The N.E.A. reports that benefits to schools under the Surplus Property Act have been negligible thus far. Minimum quantity lots have proved much too large for school buyers and the 40 per cent discount rate is "for all practical purposes a gesture rather than a significant help to school systems operating on meager procurement budgets."

Hearings on amendments to the act are under way. A series of bills is being considered. Among them is H.R. 5517 which authorizes the sale of appropriate surplus materials to education "at a price sufficient to cover the costs of the sale (including packing, handling and transportation charges)." It is probable that preference will be given to veterans rather than to schools as among the various amendments.

For full news coverage of the month, see news section beginning on page 68.

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THE ROVING REPORTER

Would End Rowdism

Rowdism on the part of a few Cincinnati high school pupils on buses and street cars recently reached the point where cushions were being ripped and seats torn out. In one of the school buses damage amounting to \$288 was done. Pupils themselves, particularly those of Withrow High School, are leading in a movement in which they are joined by parents, school heads and transportation officials to solve this problem of vandalism. Pupil leaders have put the matter squarely up to fellow pupils and have pointed out to them their responsibility for seeing that the younger generation conducts itself acceptably in public conveyances to and from school.

Study Their Own City

Eighth graders in most Cincinnati schools are finding their own city, its history, background, growth and community problems a fascinating study. In Windsor School, the class of Jennie Levitch has been studying city planning with reference to the foregoing factors and to the city's industries, government and educational and cultural facilities. Local newspapers, the *City Planning News* and the radio have been used as study materials.

As a climax to the study, a member of the city planning commission addressed the class on such problems as smoke abatement, river pollution, flood control, slum clearance, a new airport and superhighways. When children were allowed to ask him questions, they wanted information about clearing the river bank for a park, double-deck streets and the type of the housing that is to come.

Pupils in a social studies class in Bond Hill School, under the direction of Mrs. Verna Firestone, built a model of the city emphasizing its community services, such as health, fire and police departments, waste collection and public utilities. Besides studying books and other printed materials, pupils also visit points of local interest to obtain firsthand information.

No Time Lag Here

The burning of School 63 in Indianapolis in January meant that new quarters would have to be found, and quickly, for the school's 325 children. The evening of the day of the fire a proposal to

restore to service School 55, closed last June because of decreasing enrollment, was acted upon favorably by the school board.

By 10:30 the next morning, J. E. McGaughey, superintendent of buildings and grounds, and his shopmen and laborers had up steam in the boilers of School 55 and crews of workers were making repairs and cleaning the classrooms. By the same hour, A. B. Good, business director of schools, had obtained the cooperation of utilities executives so that the building had water, gas and electricity. William A. Hacker, in charge of social service, made plans with street railway officials for transporting the children across town and also evolved a plan for equipping a kitchen at the school for serving hot lunches, since pupils could not go home at noon. Paul I. Miller, director of instruction in charge of supplies, saw that every pupil had the books needed, and within three days after the fire every room was completely furnished with desks, tables, chairs, teachers' desks and bookcases. School started one week later.

Treats Reading Difficulties

Chicago has a unique organization, known as Dyslexia Memorial Institute housed by Wesley Hospital, which is a clinic for correcting reading disabilities in children. It is for children of normal or better than normal intelligence who are unable to learn to read. The staff includes psychiatrists, psychologists, educators, medical specialists and vocal teachers. Some record of improvement has been shown in all cases taken for treatment. Children whose parents are unable to pay are treated without charge.

Milwaukee Experiments

Two interesting experiments are being made at Rufus King High School in Milwaukee. One consists of giving entering 9-B's a complete orientation program of about two weeks' duration to acquaint them with the building, equipment, procedure and opportunities.

Pupils are given vocational information useful in planning a four year program and are tested for intelligence, achievement, interests, skills, abilities and study habits. A conference with each child's parents is held to gain an understanding of the home background.

For the other experiment, the entire

February graduating class voluntarily took exploratory tests, including filling out the personal complete data sheet, the California personality test and the California occupational interest test. Prospective college entrants took the Ohio psychological test which is used by many colleges for entrance examination. Pupils not going to college took either a mechanical aptitude or a clerical aptitude test.

Keeps Everyone Informed

The board of education of Clayton, Mo., has published a "Teachers' Handbook" in response to popular demand. It contains a statement of school policies and practices which the board seeks to clarify so as to smooth the way for all concerned—teachers, pupils and others connected with the schools.

Since 1924, the board has published a "Handbook for Clayton Secondary Schools" for the purpose of assisting boys and girls entering high school to make a proper choice of courses and activities which will help them in attaining their goals. It includes information on tuition and fees, admission regulations, textbooks, school clubs and activities, requirements for graduation, the reporting system, guidance and counseling and gives outlines of suggested courses for various purposes.

A third school board publication is the *Clayton Public School Bulletin*, which is published at irregular intervals during the year and is dedicated to the spirit of home and school co-operation. It reports on such matters as additions to the teaching staff, school building repairs and reconditioning, reduction of the bonded indebtedness, surplus property for the schools, paper salvage, information on special courses, enrollments and health items.

White Canes for Blind Pupils

Blind youngsters under 10 in grade schools of Battle Creek, Mich., are being provided with child-sized white canes to aid them in getting about. The project was started by a blind teacher, Jenette Maris, and the canes are made by the boys in a junior high school shop class out of materials furnished by the Lions Club.

The blind children are given lessons in local geography, are taught where buses stop, the names of streets and where there are stop lights.

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QUESTIONS and ANSWERS

How Many Outside Activities?

Question: What is a good method for determining the number of activities each pupil should handle based upon his grades?—N.F.I., Mont.

ANSWER: The question is not clear, but I am assuming that the inquirer means extracurricular activities. Many will not agree with me, but in my opinion for many nonacademic pupils these outside activities are more educational than the courses in which they receive grades. I should go slowly in barring pupils from something in which they are really learning because they can't learn in conventional courses. Of course, if they merely *won't* learn, that is another matter. In that event, the school should say, in effect: "If you'll do what we want done, we'll let you do what you want to do, and not otherwise."

I know no general rule to help you, for the cases vary so widely.—FREDERICK H. BAIR.

Basis for Grade Placement

Question: What is a workable basis for grade placement of children?—R.L.V., N. Y.

ANSWER: It is doubtful whether we can obtain agreement on a policy of grade placement that will be considered practical and acceptable. Many educators are convinced that the placement of pupils solely on the basis of academic achievement is unsound. Research clearly indicates that children differ both in the nature and in the rate of their growth.

The grouping of children for instructional purposes should take into account social and emotional adjustment, physical size, chronological age, interests, academic achievement and special attitudes and abilities. While it is admittedly difficult to evaluate all of these factors objectively, there is much need for experimentation designed to provide a better basis for the grouping of children.—PAUL J. MISNER.

Controlling Tardiness

Question: Tardiness has been on the increase in our school for the last three years. Receiving tardy marks does not seem to bother the children. Is this condition general, and what is being done to eliminate the tardiness habit?—C.E.R., Mich.

ANSWER: There are no reports from the local school districts in Michigan to the State Department of Public Instruction that could be used to determine the extent of tardiness on a state level. Tardi-

ness and absence from school are controlled by the compulsory school laws of the state. These laws are enforced by the local law enforcing agencies. The laws have been strengthened considerably by recent legislation. The extent of tardiness in any school district is the problem of the local law enforcing agency.—HOWARD C. PRINE.

Federal Aid for Veterans

Question: Kindly advise whether the \$65 allowed by the G.I. Bill of Rights is available to boys returning to high school. High schools are considered free public schools. Schools are entitled to state aid on membership basis but I question whether federal aid is available for regular academic work.—C.E.R., Mich.

ANSWER: It is our opinion that a veteran of World War II is eligible for the \$65 from the government for his maintenance while attending any public or private school, regardless of whether it be on an elementary, secondary or college level. The determination of this maintenance allowance will, however, be the consideration of the Office of Veterans' Affairs.

The Michigan state aid law permits the enrollment of veterans for the purpose of counting them in membership regardless of age. Therefore, any veteran who is a resident of a school district would be counted in the membership of that district the same as any other resident pupil. The board of education enrolling such resident veteran in either the elementary or secondary schools could not charge any tuition.

If such a veteran lives in a district not maintaining an approved high school and he attends high school in another district, the state will pay his tuition not to exceed \$113.50. If the receiving school district charges high school tuition beyond the allowance paid by the state, it would seem that such veteran would be entitled to have this excess high school tuition paid by the federal government.—C. L. TAYLOR.

Dry Pit Toilets

Question: What has been the experience of persons who have used dry pit toilets of the incinerator type in their schools? What directions should be followed to obtain best results?—W.H.S., Ga.

ANSWER: These toilets, sometimes referred to as dry toilets, depend upon the drying action of air, which is usually passed through the brick vaults either through the action of gravity, which is

unreliable, or by being forced into the vaults by means of a blower (fan). Eventually, the excreta dry and must be removed. Either this is done mechanically or more customarily they are "burned" out; kerosene and some small pieces of wood are added to the vault's contents and set afire. With good draft through the vent, the process is complete and safe. If vents are poor and the installation is defective, care must be taken to remove the fire hazard.

The system is rarely found now, having been rapidly replaced by a water flushing or septic type of toilet. The dry pit toilet is not considered sanitary and is likely to "back up" and produce objectionable odors.—HANS W. SCHMIDT.

Unmarried Mothers

Question: Can you give me the names of three or four charitable as well as non-charitable institutions for expectant mothers?—P.W., Ill.

ANSWER: We assume that your problem is that of an unmarried expectant mother enrolled in your school system. While there are a number of maternity homes at which both free and paid care is obtainable, the best person to reach with such a problem is the head of the division of child welfare, Illinois State Department of Public Welfare.

This official, when acquainted with the specific problem, will send a worker in that area to talk with the girl privately and to work out a plan covering her requirements. The division of child welfare is acquainted with every facility for such care in the state. Such problems should be handled within the state of origin as this simplifies adoption proceedings in case such are contemplated or are recommended by the state's consultant.—M. W.

Permits for Minors

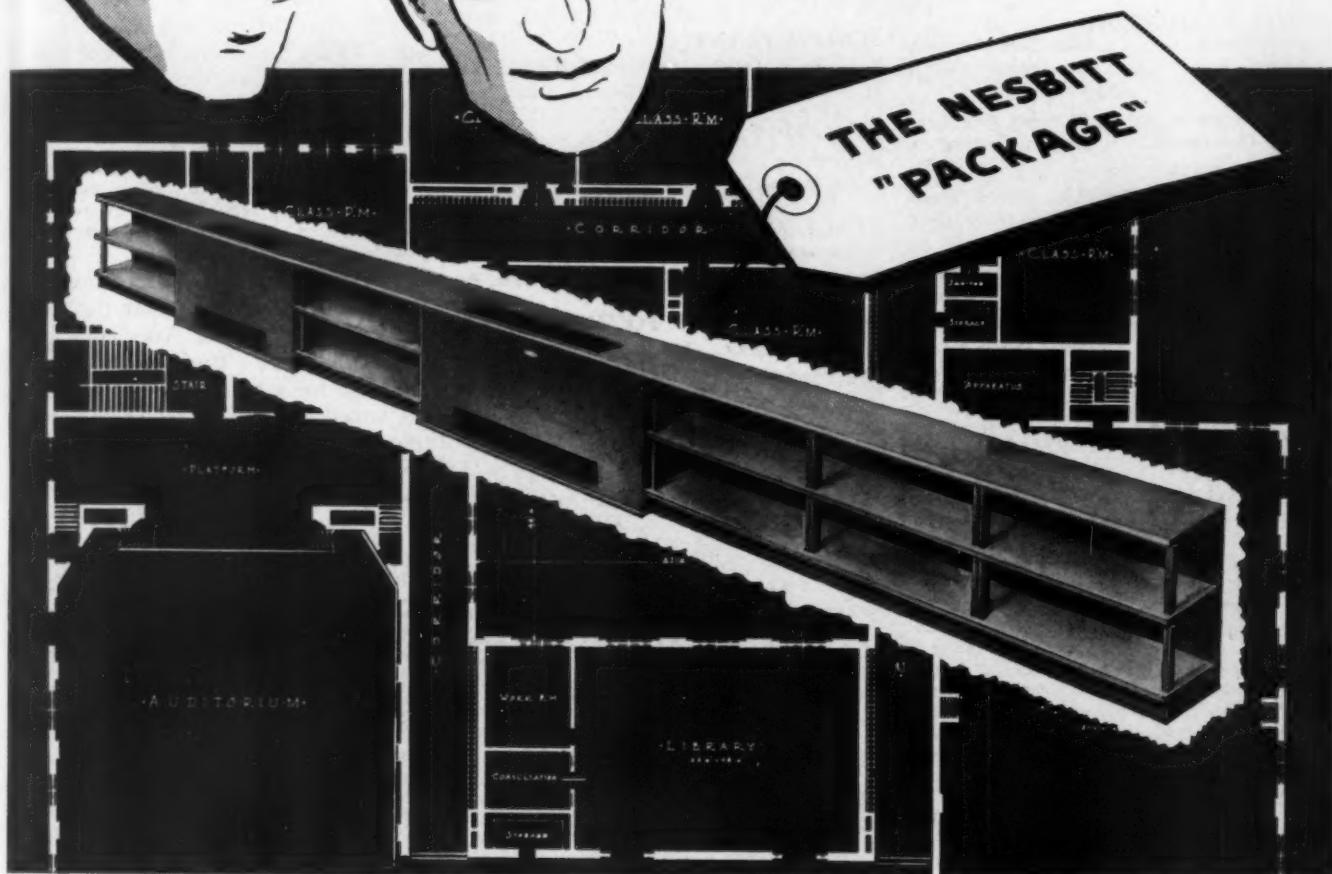
Question: I should like to see a definite policy worked out on work permits for minors. It seems to be a farce just now.—E.R.C., Mich.

ANSWER: There is some question as to just what is meant by "a definite policy on work permits for minors." A federal child labor law became effective in Michigan in 1939, which provides for certain controls on child labor in those industries producing goods sold through interstate commerce. They paralleled and overlapped many controls set up in Michigan

(Continued on Page 10.)



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child labor laws. In order to prevent the situation of a child having to have a federal and a state permit where the laws overlapped, a cooperative plan between the federal law enforcing agency, the department of labor and industry and the department of public instruction was worked out.

Under this plan labor permits used under the state laws satisfy the requirements of the federal laws and issuing officers are the same for both sets of laws. A set of instructions for carrying out this plan was prepared at this time, copies of which were distributed to all issuing officers. Copies of these instructions have been sent out since the general distribution and will be sent on request by the State Department of Public Instruction.—HOWARD C. PRINE.

Educational Credit for G.I.'s

Question: Has the state department of Michigan a well-defined policy on giving credit for Army service and toward which fields (majors and minors) can it be applied?—C.E.R., Mich.

ANSWER: The State Department of Public Instruction joined with the Michigan Secondary School Association early in 1945 to make a study of the problem of credit for educational experiences in the armed forces. The report containing the recommendations was published in the May 1945 issue of the Michigan Secondary School Association Bulletin.—R. C. FAUNCE.

Should Superintendent Teach?

Question: Should the superintendent of schools of a system of three buildings, 30 teachers and 950 pupils teach a class or conduct a study hall?—F.W.W., Idaho.

ANSWER: In school systems of this size, this practice is avoided in order to assure the children and teachers the most efficient leadership possible on the part of the superintendent. If he carries on his supervision, organization, administration, business management and public relations with care and thoroughness, the planning, execution and appraisal he must do will keep him busy.

If he should take on teaching or study hall duties, the time devoted to these activities will interfere with his duties and responsibilities as superintendent. Furthermore, if he teaches a class or conducts a study hall, the hours thus fixed on his schedule preclude any opportunity for observing his teachers at work during those hours, which denies them the value of such supervision.

Because he will be called upon to meet emergencies or other demands during the time he might be teaching or conducting a study hall, the numerous interruptions will prove detrimental to the progress of the pupils in the class or study hall. Consequently, the practice you have in mind should be avoided.—GEORGE C. KYTE.

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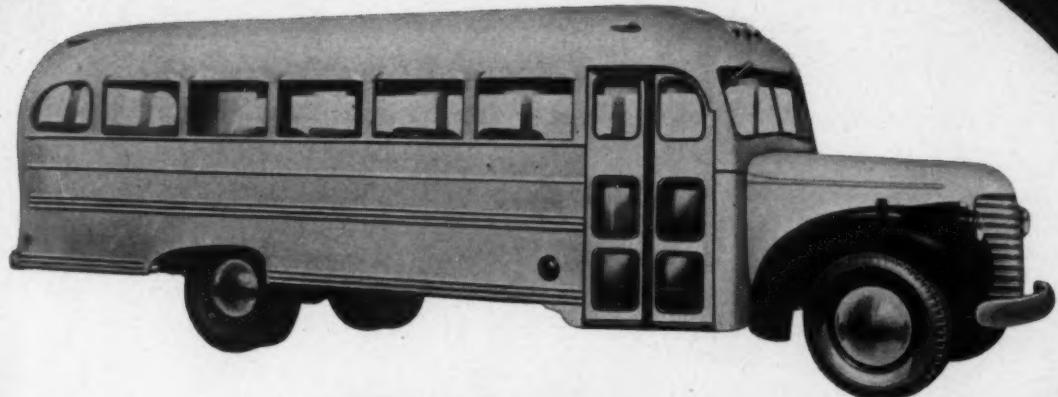
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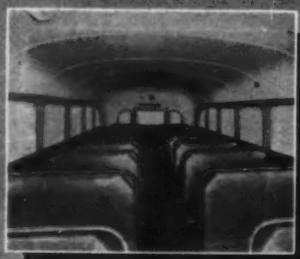
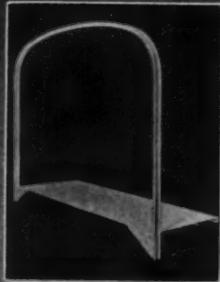


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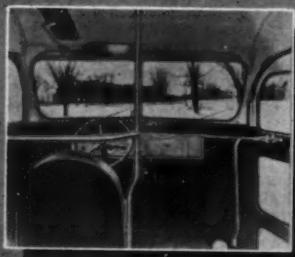
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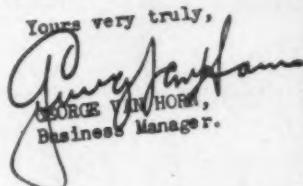
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GV:PJ

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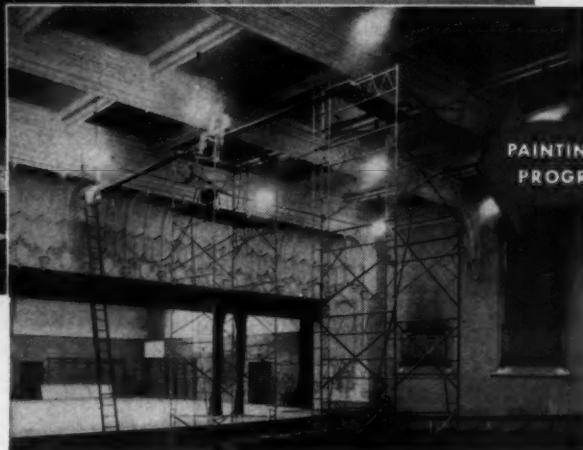
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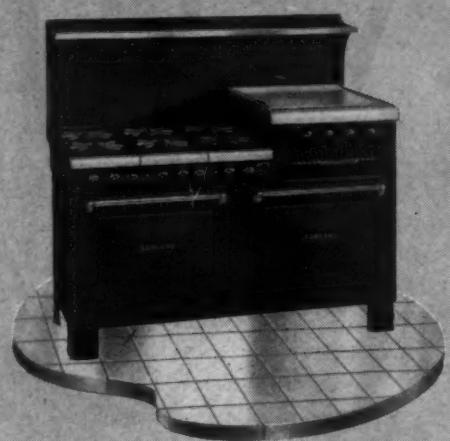
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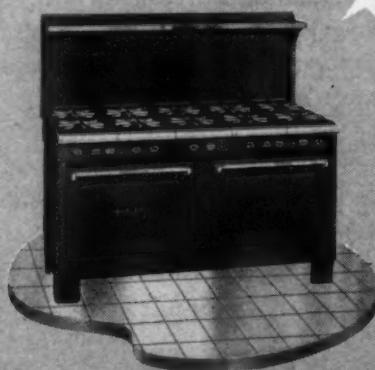
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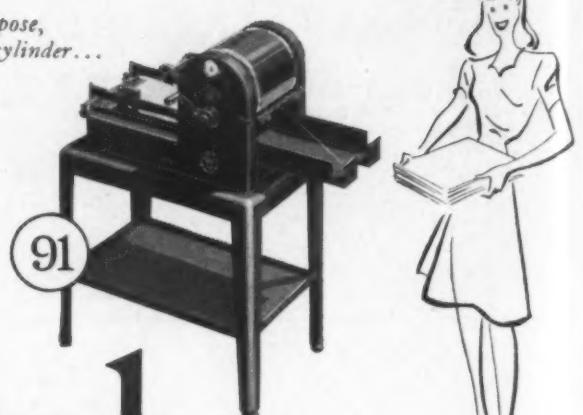
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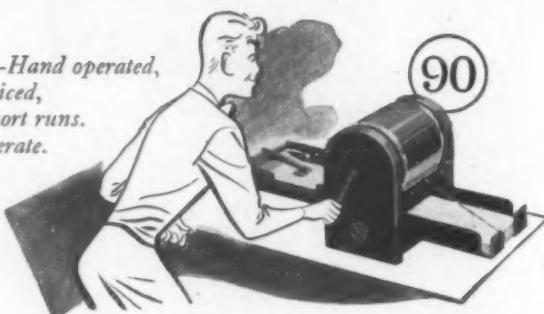
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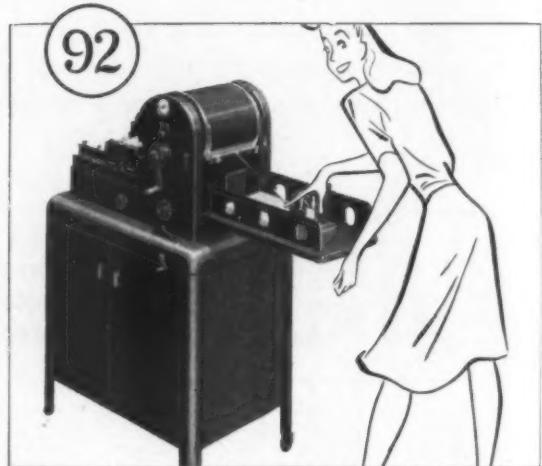
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LOOKING FORWARD

For The People

AFTER watching the sorry show of a handful of reactionary southern senators in their three week filibuster against the proposed Fair Employment Practices Act designed to prevent economic or political discrimination against any individual because of race, creed or color, we are strongly reminded of Father Gabriel Richard's prayer to the Michigan territorial legislature in the 1820's. Father Richard walked slowly down the aisle to the rostrum, gazed seriously at the representatives for a time and then in his quaint broken English quietly offered the following prayer: "O Lord, bless dis legislatif council and enable dem to act for de people and not for demselfs."

Equal Pay in Connecticut

THE Connecticut "equal pay bill" goes into effect on July 1, 1946. This act (P.A. No. 140, 1945) states simply that "No town or city or other municipality or board of education thereof shall discriminate on the basis of sex in the determination of the amounts to be paid or the payments to be made to persons employed as teachers in public schools."

Connecticut thus becomes the first state to declare by statute that the long-standing and commonly accepted exploitation of women teachers must cease. This forward-looking piece of legislation is in line with a similar proposed federal bill (see *The Nation's Schools*, January 1946, p. 19) which seeks to eliminate wage-sex discrimination in all economic activity.

There is no sensible reason for wage differentials between male and female teachers. The stock argument that salary differentials are necessary to attract men is simply another way of saying that schools should continue their exploitation of women by maintaining lower salaries for them. The peculiar point of this situation is that this argument is usually advanced by superintendents and echoed by school board members. The real reason is that the administrator, because of precedent, inertia and uncertainty, plus a desire not to deviate from conventional practice, is more responsible for the continuation of the outmoded and ethically untenable practice than the layman. Whenever school districts really decide to pay their

teachers adequate salaries the need for the male differential disappears. The Connecticut example is an excellent one for other states to follow.

Driver Training

TOO many secondary schools are taking only slight, if any, specific interest in providing courses to teach adolescents to drive automobiles safely. There are numerous excuses: the crowded curriculum won't permit it; university inspectors don't think it is academically respectable; if you cannot give credit, pupils are not interested, and dozens of others.

The accident toll among automobile drivers and the unfortunates who accompany them over a measured period is actually higher than the cost of life during World War II. People who look most seriously at battle mortality blandly pass over our traffic accident toll with slight interest. Killing and maiming a few score people a week in almost every urban center is not quite so dramatic as the mass losses of the war but it is cumulatively even more significant. It is a traffic toll this country can ill afford.

It is possible by sensible driver education to reduce traffic accidents. The first comprehensive survey of the effect of driver training in the Cleveland public schools, recently published by the American Automobile Association, indicates that accidents among those individuals who had received driver training amounted to only half the total for untrained drivers. The Cleveland experiment indicates the desirability of providing driver education.

Educational Localism

THE number of students per hundred of total population in institutions of advanced learning appears to have doubled in the last twenty years, according to the most recent tabulation (Pamphlet 98, 1945) by the U. S. Office of Education. In 1922-23 the ratio of college and university students was one to every 212 of total population and in 1938-39 the number was one to every 108.

The states west of the Mississippi are sending more of their young people to college than is any other regional group. One out of every 47 attends from

Utah. Since much of this increase has taken place in the thirteenth and fourteenth years, which are essentially secondary and not advanced education, regardless of institutional affiliation or conventional association, most of the improvement should be considered as a desirable extension of secondary educational facilities to more individuals. The increase indicates a significant improvement in individual opportunity.

The same survey also shows a high degree of localism in choice of institutions. For the country as a whole, including all institutions of collegiate rank, four of every five students in attendance are residents of the state while 19.2 per cent are nonresidents, 0.2 per cent come from outlying possessions or territories and 0.6 per cent are from foreign countries. Ninety per cent of all enrollments in public institutions are of local residents as contrasted with a 65 per cent local enrollment in privately operated and controlled agencies.

There are several reasons for this strong development of localism in advanced education. State-operated agencies, despite recent tendencies to supplement their incomes, still remain in the lower tuition brackets and the distribution of institutions throughout the state makes it possible for individuals to shop for lower institutional living expenses near home. While forced by public opinion to keep resident tuition rates low, there has been a noticeable tendency for public institutions to increase heavily the tuition rates charged for nonresidents. Increased tuition plus travel expense, in addition to higher living costs, makes it cheaper to remain near home. The extension of the community secondary schools through the fourteenth year will stimulate this tendency during the next few decades.

The additional institutional efforts to discourage interstate transfer, particularly of undergraduate students through more rigid credit regulations, the intensification of indoctrination for "school loyalty," alumni pressure and growing state restrictions that favor residents in professional licensing regulations, all combine to make the home state attractive for general as well as advanced professional education.

This tendency toward educational localism even through graduate professional schools may ultimately represent a national liability that cannot be easily overcome. For the growth of the individual as well as for the welfare of the nation, it seems highly desirable that every effort should be made by those preparing for the professions to obtain the advantages of at least two different schools situated in widely separated parts of the country.

Academic Costume

SECONDARY SCHOOLS have been using the "academic" cap and gown costume for more than a quarter of a century. The original reason was sound. The elimination of economic competition in outlays for graduation garb among girls served as a slight

integrating device in the postwar secondary school that was developing too much snobbery. These colored costumes, distinguished always from drab collegiate black, became highly popular with pupils and parents and resulted in a nationwide business devoted to making and renting academic costumes.

In recent years smart promotion by these "academic" entrepreneurs has obtained more widespread use of the cap and gown by adding the lower secondary schools, some elementary schools and in a few instances even the preprimary division to their list of renters. National publicity of "tot-graduations" has stirred the emotions of many a professor who takes his medieval mummery and trappings seriously. Some professors even refer to the wearing of academic garb at institutions of advanced learning as "a dignified and sacred custom." Considerable discussion on this subject has been carried on for the last half year that might better have been devoted to improvement of instruction.

Academic garb is merely a vestige of the tradition of the Middle Ages that still clings to ivied walls and "glorifies" the professor at convocations, commencements and other extraclass occasions. If mature scholars still wish to play Indian and wear outmoded garments that presumptively "set them apart," that is their privilege but there is nothing sacred about the practice.

Freedom of Press

THE unanimous decision of the U. S. Supreme Court in the *Esquire* Case (see *The NATION'S SCHOOLS*, September 1945), delivered by Associate Justice William O. Douglas, to the effect that "Congress has left the Postmaster General with no power to prescribe standards for the literature or the art which a mailable periodical disseminates" is a signal victory for freedom of publication.

The case was started several years ago by Postmaster General Frank C. Walker when he barred *Esquire* from the second-class mailing privilege because, under the influence of extraneous pressure, he disapproved the art and literature presented by *Esquire*. The signal and unqualified defeat of the Postmaster General in both the lower and upper courts is cheering to those who saw in his unjustified and arbitrary action the possibility that these acts of censorship, if unchecked, might soon be stretched to cover other fields. It is heartening news to all publications which are just emerging from the ironclad and generally stupid censorship of army and navy authorities during the war. Free government cannot be long sustained if elective or appointed local, state or federal officers are permitted to determine what the people can read. Individual taste and individual judgments should continue to be the significant criteria.

The Editor

SHERWOOD SHANKLAND



Able . . . Courageous . . .
Efficient . . . Friendly

IT WAS 1920. The Department of Superintendence decided that a strong full-time secretary was needed. Robinson G. Jones of Cleveland recommended Sherwood Dodge Shankland, secretary of the Northeastern Ohio Teachers' Association. Shankland accepted and for twenty-five years has with great competence arranged the annual winter meeting, which has become the most important professional gathering of schoolmen in the country, far overshadowing even the summer convention of the parent National Education Association. Not only do from 6000 to 8000 school administrators gather for a week during each February, but other N.E.A. departments, collateral and independent groups meet with "the big show."

It has been transformed from the "winter market" into the 12 ring circus. The problems of housing, of adequate meeting places, of conflicting dates, of handling prima donnas and nervous speakers, of starting meetings on time and of keeping clear of educational politics are both delicate and difficult. These problems would drive a man of less stability and poise than Sherwood Shankland either to drink or to a little room with cushioned walls.

In addition to the conventions "Sherry" has taken care of membership drives, general finance, yearbook committee meetings and has supervised all publications of the A.A.S.A. He has eaten up details as a hungry furnace does coal. No problem has been too complicated, no personality has been too difficult and no sharp divergencies of professional and personal views have been too disturbing. His has been the democratic philosophy of allowing every man to air his views and then of finding a solid common ground for action after free discussion.

Sherwood Dodge Shankland was born at Willoughby, Ohio, on April 6, 1874, and received his bachelor's degree from Western Reserve in 1894. He taught science and was principal at Willoughby High School for two years, spending his summers as clerk at the Metatoxet House, Narragansett Pier, Rhode Island. For the next thirteen years he was superintendent of the Willoughby schools, leaving in 1909 to take the directorship of the Andrews School for Girls in his village and manage its \$6,000,000 endowment. He spent four summers acquiring his master's degree.

The job of director apparently still left him with sufficient leisure to play an active part in village life as school board president, councilman, representative to the state legislature and later secretary of the North-

eastern Ohio Teachers' Association from 1916 through 1921. In addition, he also served the boy scouts and the community war chest during World War I.

According to Mrs. Shankland, "Sherry's" entire background up to 1921 was simply preparation for his larger job. As director of Andrews School, he developed skill in finance; as secretary of an Ohio teachers' association, he learned about teachers and principals outside of the classroom, and as hotel clerk, he was disciplined in the theory that the customer is always right, provided he can prove it, and that experience has helped him run the big conventions with unruffled mien.

Sherry is a modest and self-effacing gentleman who enjoys himself most in small intimate groups. He has a delightful sense of humor, tells some good stories and knows more superintendents and educators intimately than any man in the country. With his phenomenal memory for detail, implemented by the aid of good secretaries, he has never been caught without an answer or the knowledge of where to find it.

Sherwood Shankland has been competent, efficient, tireless, honest, fair and impartial in his conduct of office. Every man has received the same treatment. He has been flexible toward differences of opinion, never has shown a desire for personal power and is beloved by all who know him intimately, including those people who have worked for him.

His career may be summarized by saying that he has been a competent and understanding schoolman, a superb organizational secretary, a good citizen and an outstanding American. We wish him many years of leisure to enjoy the companionship of his good wife and close friends and to follow his hobbies, probably attending educational conventions and organizing battlefield tours.—ARTHUR B. MOEHLMAN

No Summers Off



Torkel Korling

THE need for the improvement of personnel practices and policies in the administration of our public schools did not stem from the war emergency. The war simply dramatized a condition that has always existed and one that will continue to exist until something is done about it.

The Glencoe board of education has adopted recently a personnel program that is designed to achieve a long-range solution of the problem. The action taken by the board includes the approval of the following policies:

1. Beginning July 1, all teachers will be employed and paid for twelve months each year and allowed a month's vacation with full pay.

2. Recognizing that teaching is the supreme function of the schools, the salaries of classroom teachers shall be determined on the same basis as those of special teachers, counselors and building principals.

3. Accepting the validity of the principle of equal pay for equal

The board of education of Glencoe, Ill., is shown in session. Members, beginning at far end of table and reading clockwise, are: C. E. Snell, president; Mrs. George E. Schumacher; Mrs. W. S. Christopher; Mrs. David Mayer Jr.; Paul J. Misner, secretary; Clarence H. Shaver; W. T. McCullough Jr. Not present when picture was taken, Barton R. Gebhart.

work, a single salary schedule has been adopted with all sex differentials eliminated.

4. Believing that the preparation-automatic type of salary schedule encourages inertia and mediocrity, advancement on the salary schedule shall be determined on the basis of open merit ratings established cooperatively by teachers, counselors and administrators.

The decision of our board of education to employ teachers and pay them for twelve months each year is intended to do more than provide these persons with a more adequate income. It is recognition of the fact that teaching can no longer be considered a part-time job. We are convinced that teaching can never achieve the status of a profession so long as we expect our teachers to

work at odd jobs or live with their relatives to compensate for an enforced vacation of two months each year.

The world in which we live demands that teachers have the opportunity to improve continuously their personal and professional competencies and the opportunity to extend and enrich their backgrounds of experience. Similarly, it demands the extension of in-service programs that will ensure the continuous improvement and adjustment of curriculum policies and practices.

Under the twelve months' plan, including the month's vacation with pay, we shall have control of approximately six additional weeks of the teachers' time. During this period each year some teachers will remain in the community to serve in a com-

for Glencoe Teachers

PAUL J. MISNER

Superintendent, Glencoe, Ill.

bined educational and recreational program. Others will participate in local workshop activities in which opportunity will be provided for them to improve their skills and abilities in the fields of art, music, dramatics, speech education, science and the like. Still others will be engaged in the revision of curriculum materials and in editing the reports of in-service study groups.

In addition to the activities that will be conducted locally, provisions will be made each year for some teachers to engage in regional and foreign travel and for others to attend colleges and universities for advanced study. From year to year the activities of teachers will be varied to ensure variety of experiences.

Nearly everyone agrees that teaching is the supreme function of the schools. Working intimately and directly with children, teachers are charged with the most important single responsibility of the entire school system. In addition, they are recognized repeatedly as the most important agents in the development of effective programs of school and community relationships. Educational authorities emphasize increasingly that permanent improvements in curriculum practices can be achieved only when the teacher is involved actively in planning and evaluating the educational program.

While there is thus much evidence of an increased appreciation of the classroom teacher, this appreciation has not been reflected in our personnel policies or in our salary schedules. Prestige and economic security have not been achieved by spending years of effective service in the classroom. Those who have desired to achieve



Acme

The Glencoe board considers the teacher the most important unit in the school system. Its new personnel program to take effect July 1 will put teachers on a 12 months' pay basis, allow them a month's vacation with pay, give them salary increases based on merit rating, and will allow equal pay for equal work, thus doing away with the sex differential.

these goals have sought promotion to administrative and supervisory positions.

It is because our board of education is convinced that teaching must be made just as attractive as any other activity of the school system that the salaries of teachers are to be determined on the same basis as those of counselors, special teachers and building principals.

At first glance it may seem a bit difficult to justify a policy which appears on the surface to discourage rather than encourage men to enter the teaching profession. We are convinced that acceptance of the essentially democratic principle of equal pay for equal work need do nothing of the sort. We are concerned primarily with the improvement of teaching. We wish to attract and re-

tain the most competent individuals available to teach in the schools of our community. We intend to reward them just as adequately as possible on the basis of performance.

For the most part, current personnel policies are equally discouraging to men and women alike. It is difficult to believe that we can continue to attract ambitious, creative and emotionally stable women to our profession when they are frankly told that they cannot expect the same equality of opportunity to compete with men that exists in the business world or in almost any other profession. It is our firm conviction that significant improvement of personnel policies with adequate rewards for superior service is the only means of obtaining better teachers regardless of sex. In our study of

personnel policies there was no single issue that concerned us more than the question of merit ratings and awards. All of us recognized fully the dangers inherent in traditional practices of rating teachers. None of us was willing to approve any plan whereby merit ratings would be determined by one or a few individuals.

We were firmly convinced, however, that substantial increases in salaries could not be justified sensibly unless some means were devised to ensure that improved salaries would result in improved services. We were also convinced that the problem of merit could not be reduced simply to the proposition of "to rate or not to rate."

Continuous evaluation of the effectiveness of personnel services is an inescapable responsibility of school administration. The problem becomes one of determining means whereby this evaluation can be achieved democratically.

Fortunately, some beginnings have already been made in our school system in an effort to achieve a co-operative plan of evaluating the teachers' competence. Several years ago we developed an evaluation instrument which makes provision for descriptive ratings covering four areas of personal and professional activity.

The areas covered include (1) personal-social relationships, (2) professional development, (3) pupil-teacher relationships, (4) community relationships. The techniques employed in the use of the instrument involve self-appraisal by the teacher and co-operative appraisal by the teacher and the counselors, administrators and supervisors with whom he is most closely associated.

Rating Practice Is Liked

While we recognize many imperfections in our present methods of evaluation, our teachers are convinced that these are infinitely better than traditional rating practices or the equally indefensible practice of dodging the issue until the problem of gross incompetence makes necessary the use of subtler and more devious methods.

The widespread use of preparation-automatic salary schedules is due quite obviously to the fact that even the maximum salaries of teachers have been much too low. As the general level of salaries is improved,

it becomes apparent that the preparation-automatic schedule which provides no real incentives must be abandoned for the preparation-merit schedule which recognizes and rewards superior service.

The development of the foregoing policies has been the result of intensive study and discussion covering a period of nearly two years. During the early years of the war we sought to solve the increasingly difficult personnel problem by providing bonuses and cost-of-living adjustments. It soon became apparent to our board of education that a long-range solution of the problem could never be satisfactorily achieved on an emergency basis.

What Long-Range Study Included

The board's long-range study included an analysis of current conditions and trends in the Glencoe schools in relation to our teaching, operating and clerical personnel. It also included inter-district comparisons and comparisons with certain selected school systems. In addition, the study included a detailed analysis of the costs of the proposed salary schedules, the fiscal ability of the community and projections of costs through the year 1960.

Among many facts that the study revealed the following were highly significant. The rate of teacher turnover had increased from 5 per cent in 1940 to 20 per cent in 1945. In spite of this rapid rate of turnover the median age of teachers in active service in the Glencoe schools had increased from 32.5 years in 1935 to 37.5 years in 1945 and the median age of teachers entering the service of the schools had increased from 25 years in 1935 to 35 years in 1945. Additional evidence of an extremely undesirable rate of teacher turnover was revealed by the fact that the median length of service had increased from only three and one half years in 1935 to four years in 1945.

It is highly significant that most of this teacher turnover was due to the competition of more attractive salaries offered not by comparable elementary schools but by high schools, private schools, colleges and universities. This fact suggests quite clearly that educators and lay citizens alike need a better understanding of the importance of elementary education.

While the study provided much additional information the foregoing

facts were evidence enough that our personnel policies needed revision.

The problem of determining a completely satisfactory basis upon which our salary schedules could be developed proved as baffling and difficult as this problem must always be. While we were unable to agree upon any single basis from which salary schedules could be projected, we were completely in agreement that we should seek to pay salaries that recognized the great social importance of teaching and salaries that approached more nearly those paid or earned in comparable professions.

That our salaries have been improved significantly is evidenced by the fact that our present minimum salaries have been increased \$800 and our maximum salaries have been increased \$1400.

It would be extremely misleading to imply in what has been said that the achievement of an improved personnel program for our schools is the result of our recent action. On the contrary, this action was possible because much hard work has been done by many people over a long period of time. For years the teachers of our schools have worked tirelessly to render effective services to the children and adults of our community. They have had faith that good schools functioning as dynamic agencies of the community would win the appreciation and support of our citizens. In this faith they have not been disappointed.

High Quality of Board Members

Of the greatest importance is the fact that we have been fortunate in the quality of our school board members. These persons have recognized that they had the responsibility to be informed concerning the needs and purposes of the educational program of the schools. They have spent several full days each year in attendance at meetings where the activities and problems of the school system were presented and discussed. They have not been content to assume that their sole responsibility was to save money but rather that it was their responsibility to spend money intelligently for the improvement of educational services.

With this high sense of its responsibility it is easy to understand why our board of education has sought a long-range solution to the personnel problem.



I have still to see the child who will become overfed with movies.

Let Movies Be *the* Center of School Work

THE honest pedagogue of today looks at the American educational scene with great alarm. With dismay he observes how a force, alien to his educational world, is draining his educational effort and is taking the child away from him. He sees, in short, the disastrous influence of the movies on the modern child.

The discerning teacher is envious when he observes the all-out attention which the child who drowses in the classroom musters for the movies. He feels pity when he sees how enthusiasm is wasted by the child in his pathetic efforts to digest the shallowest and most dangerous product of pseudo-art the world has ever seen.

There is no need in an educational periodical to elaborate on the evils of present day movie production. Its lack of imagination, its falsification of social standards, its moral hypocrisy, its degradation of love to sexual attraction, its attacks on the child's nervous poise, these and other evils are too well known.

Yet, for one reason or another, no serious attempt has been made to stem a development which, if unchecked, will produce a generation crude and warped in its views, low in moral standards, unbalanced nervously. When I read the treatises on the future of education which our

educators write, I do not know whether I should laugh or weep. They are so utterly oblivious to the stark fact that, while they theorize, a practical educational job is being done by people who are not educators, who, in fact, have no educational motives, who think of profit only and, therefore, present what is shallow and low because that is willingly accepted by the public.

Gloomy as the picture appears, there is, however, no need for despair if we will only see that we can do something about it so effective that the whole picture will be changed. We can transform this curse of modern education into a blessing.

The enthusiasm of young people for the motion picture, cheated and deceived by it as they are, nevertheless is a clear indication of the tremendous possibilities slumbering in this youngest child of art. Like other modern inventions, the motion picture shares the fate of being developed technically to the peak of per-

fection, while being dwarfed in its artistic and spiritual aspirations.

Now and then we are privileged to catch a glimpse of what the movies could be when we see a single performance in which artistic imagination keeps up with technical progress. Then we visualize for a moment what a world it would be if all movie production were on the same lofty level and, under its influence, inspired youth could be led to heights of which we teachers never dream in our own daily work.

Although I deplore the present state of affairs, I am a great "fan" of the ideal movie and a believer in its educational future. What is more, I am confident that there is a way in which we teachers can help ensure this future. The suggestions I make are daring but, confronted with a situation new in the history of education and faced with a calamity of the first order, I feel that only radical suggestions will help. I propose that the movies be made *the center* of our

school work in grade and high school, that they take the place at present held by the teacher.

To be sure, we already have visual education. This is only a supplement to teaching, however, and as a supplement it is often used at the wrong moment and, therefore, suffers in its effectiveness. I suggest something entirely different. I should like to get the movies under the control of the school and, with the movies, the child's education. I would give the movies so large a place in the school work that the child would lose the urge to go to the show in after-school hours because he has been exposed to movies all day in school.

This means we would do to the movies what the movies have done to the school, namely, steal the interest of the child from the moving picture theater and put it back in the school where it belongs. When I conceived this idea, I was startled by its revolutionary implications but in thinking it through I find that it is sound. The movie turns out to be not only a powerful medium of art but also a great tool of education.

How It Would Work Out

In order to make this clear, let me apply the idea to single subjects. Let me take American history of the eighteenth century. A movie would present the life of an American family in that age. We would see the different members of the family in their home, in church, with their friends, in their work and political activities, traveling and in pursuit of their hobbies. What is often hard for the teacher, namely, to give the child a full conception of all the political, social, economic, religious, educational aspects which make up history, is done easily by the movies. But this is only one advantage of movies over teacher education!

A human interest story in which history is embedded plus the child's preference for visual education will make the material more attractive than anything a good teacher can present. Last, the subject, usually presented by the average teacher with a background pitifully insufficient for the size of the subject, would now be in the hands of the best historians of the country who would make the film in cooperation with the best writers and educators and have it played by the best actors.

The child would listen to Charles

Beard instead of Miss Jones, who perhaps has some knowledge of the facts but lacks the reasoning power and imagination for their interpretation, or Miss Smith, who lacks even a knowledge of the facts. The whole of American history could be molded into the life story of generations of the same family. Controversial material could be offered in two versions of the same topic: the Civil War shown in one movie from the Northern point of view and in another from the Southern.

The teacher's new task would be to discuss each movie afterward, so as to see whether all the facts were understood in their respective importance. How lively a discussion this would be, we can guess from listening to the discussions youngsters have now after their ordinary movie visits. The material would be reviewed by seeing the movie again. What fun this would be! Compared with the old style reviews, the new ones would show how much more the pupil retains from movie impressions than from facts contained in textbooks and how much larger an area he can cover.

The teacher, released from the task of putting knowledge across, could devote his main efforts to the study of individual personalities. Thus, he would be able to help and guide the child in accordance with our new conception of education which aims not only at increasing knowledge but at developing the child's personality. In living together with the child in the interesting world of the movies, he would come more easily to friendly and intimate terms with the pupil.

Would Enliven Other Subjects

Let us see what our new method would do to other subjects. There is English, not liked by many pupils. Here, esthetic appreciation could be developed, a faculty which is not even tapped in many classrooms today because it was not first tapped in the teacher. Think of movies in which Shakespeare's plays are presented by actors like the late John Barrymore or in which Browning's poetry is analyzed by Robert Frost.

The same holds true in art and music. How much beauty most modern people miss because their esthetic sense was never stimulated! How much richer the life of the nation could become with a generation of children who have experienced

beauty and have a great thirst for it!

In the field of sociology the child's enthusiasm could be easily won for the fight against prejudices. The two gravest social problems of our age and nation, labor and race, would not need be taught in the abstract terms of modern sociology. The child would see the Negro and his family, share vicariously in his pleasures and troubles, understand how human the Negro is and how similar to himself. The son of the manufacturer would live vicariously in the home of the worker and the worker's son in the house of the manufacturer and both would come out with eyes opened to the needs and problems of each other. In the same way, movies could open up new vistas of approach to geography, geology, biology, health education, religion.

Movies for the Teacher

There are, no doubt, single subjects which do not lend themselves to movie teaching. There are the Three R's which probably need to be taught by the teacher, and chemistry and physics in high school where the experiment is of educational value. But even here movies could be helpful, this time, however, movies for the teacher instead of the child, movies on the method of teaching.

For example, in a movie on the method of reading, an authority could be shown teaching a class of pupils and overcoming all the obstacles the teacher meets when he introduces his pupils into the world of letters. Most teachers would prefer learning by this method to reading dry books on the subject.

Two questions may have come to the mind of the reader. First, is there not danger that the child will become overfed with movies? My answer is an emphatic "No!" I have still to see the child that will ever become overfed with them.

Second, is such a project feasible financially? While the sums needed to make the movies suggested may seem fantastic if taken by themselves, in my estimation they will not seem so large when we consider that 40,000,000 or 50,000,000 children could be served. Compared with the magnitude of the American school system and with the effect movies would have in revitalizing American education, the expense would be moderate, very moderate.

Here's Democratic Method for Selecting Teachers

THE method and machinery for the selection of teachers outlined here are based on the assumption that all persons for whom the selection has implications should have a voice in the selection according to their varying abilities and judgments.

Democratic administration not only should strive for common understanding as a basis for thought and action but should seek to promote the individual and group development of those concerned by using the contributions which they have the ability to make.

Teacher Selection Committee

The basic operational machinery prevalent in the school systems in this locality is the line and staff organization. The line and staff organization can function democratically in the selection of teachers if the proper safeguards are provided within the organization. Under the proposed plan, each school building would have a teacher selection committee composed of the principal, the head of the department concerned and two teachers selected by the teaching staff. We assume that the heads of departments are always selected for a limited term by the teachers within that department.

Each year the pupils in the school will be asked to list the characteristics they like in teachers, as well as the characteristics they dislike. These likes and dislikes will be made into a composite and continuous check list to be used by teachers in helping select new teachers. Of course, the ideal democratic method might be to let the pupils select the teachers, the teachers select the principal and so on. But we must keep in mind that all persons concerned are to participate within the limits of their abilities. Children are not mature enough in their judgments to have full control over the selection of their teachers.

HOWARD W. HIGHTOWER

Supervising Principal, Elementary Education
City Schools, Effingham, Ill.

We will now assume that a vacancy occurs in the home economics department of a local high school. The superintendent sends out notices of the vacancy, together with the qualifications desired, to several college placement bureaus and commercial teachers' agencies. Let us say that 20 applicants are found for the position.

The teacher selection committee, composed of two teachers elected by the teaching staff, the head of the home economics department and the principal, is called into session to go over the applications in the light of the qualifications desired. It finds eight applicants who do not meet the standards set up by the various crediting agencies and by the school. These are eliminated at once. The remaining 12 applications are sent back to the teachers by their representatives on the committee.

Four Applicants Chosen

A general teachers' meeting is called and the group studies the 12 applications with the pupils' check list of desirable and undesirable characteristics. Using their knowledge and experience these teachers also consider the candidates in the light of the kind of teacher that would be desirable to work with. They find four applicants who seem to be equally capable of filling the position satisfactorily. The applications of these four are sent back to the committee on teacher selection with the understanding that no applicant will be recommended to the superintendent who has not first been approved by the teachers.

The committee goes over the remaining four applications in the

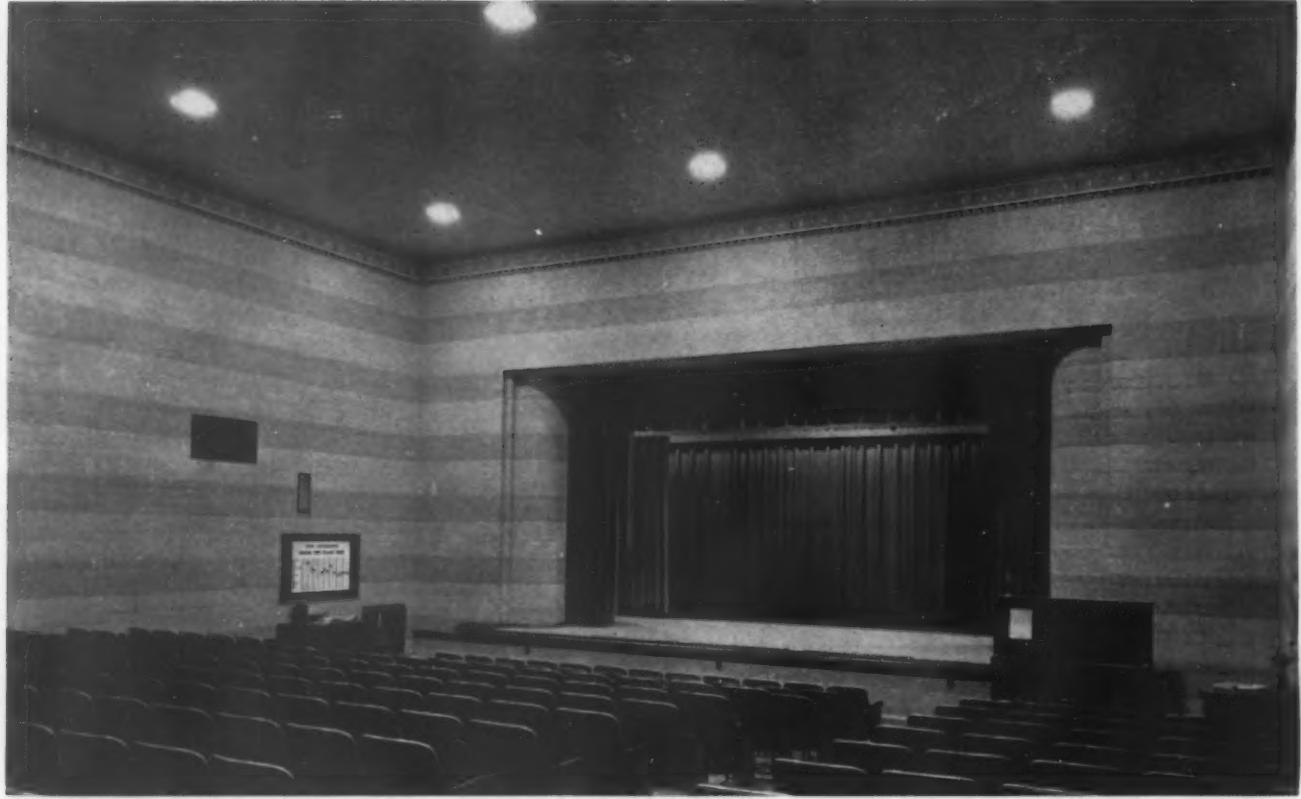
light of the expertise of the principal, the home economics department head and the teacher representatives. Out of the four two are selected who seem to meet the standards. These two are recommended to the superintendent with the understanding that no applicant who is not recommended by the committee will be recommended to the board of education by the superintendent.

Superintendent Makes Selection

The superintendent calls in the two applicants for personal interviews and, in the light of his expertise as an administrator and supervisor, makes a selection and recommends one of the applicants to the board of education with the understanding that the board will not employ any person not recommended by the superintendent.

The board may hire or reject the applicant whom the superintendent has recommended. In the event that the board, using its expertise in relation to the larger community of people, finds something about the applicant that makes it advisable not to employ him, it may so advise the superintendent and ask him to present another candidate. The superintendent may now ask the committee to present another recommendation. It is possible that the selection may go back again to the teachers as a group and that they may be asked to add to their original selection of four candidates.

If our schools are to have any influence in making democracy more functional than it is now, we must use democratic methods within the school. One way to help do this would be to replace the highly autocratic methods of teacher selection commonly used by a method in which all individuals for whom the selection has implications would have a voice in that selection according to their respective abilities.



Auditorium of the Crary Elementary School, Detroit, showing cinder block wall construction.

Simplicity of Construction With Cinder Block

GEORGE SCHULZ

Director of Building Planning
Detroit Board of Education

IN THIS postwar period when administrators, board members and architects are deep in the study of new school building plans to meet the needs of their communities, proper methods of construction, efficient heating and ventilating systems and modern lighting installations are of paramount interest.

When materials are scarce and costs are excessive, it is essential to know what is best in the way of materials and what are the simplest and most efficient construction features.

The Detroit board of education has developed school planning to a fine point wherein the educational requirements are given first preference and the construction features and selection of materials are designed to fulfill these requirements. Everything that does not work specifically to facilitate or to improve educational processes is eliminated. Money is not spent foolishly through the improper use of floor space or the improper selection of construction methods; materials not conducive to providing the maximum in service are eliminated from any school con-

struction program to protect the interest of all communities. This is particularly true when funds for school construction are limited and when the community and school populations are increasing.

We have developed the skeleton form of building construction using flat slabs whenever possible. When it is applicable, we employ a form of clay tile construction with the joists running parallel to the exterior walls; this keeps the floor-to-floor height to a minimum and produces the best conditions for the completion of the building interiors. This type of construction allows the use of nonbearing curtain enclosing walls having a minimum masonry wall thickness. Exterior masonry wall insulation is provided by the furring of walls and columns with cinder block and with the application of insulating material to wall spandrels under windows and back of radiators.

All classroom wall surfaces are of cinder block with cross partitions

built of solid block units; corridor wall surfaces are of standard cinder block. Classroom walls have a wainscot of glazed brick tile to the height of the chalk trough to prevent their being marred and disfigured by pupils.

We use exposed masonry units, such as cinder block, for corridors and toilet rooms, with a glazed brick tile wainscot which provide a practical, durable type of school construction, placing special emphasis on simplicity of construction and reduction of maintenance costs.

With the use of the flat slab or concrete joist and clay tile method of floor and roof construction, it is possible to apply acoustical treatment directly to the exposed ceiling surfaces by the use of adhesive, eliminating the necessity of providing the usual furring strip. There is a great tendency on our part to use the clay tile and concrete joist type of construction as the clay tile filler provides a natural bonding key increasing the efficiency of the adhesive used in the application of the acoustical treatment to ceiling surfaces.

As the problem of acoustics is an



Typical classroom in the John Trix School, Detroit, illustrating features of construction described.

important one in the design of the modern school building, we use acoustical materials in all classrooms and corridors as well as in auditoriums and gymnasiums.

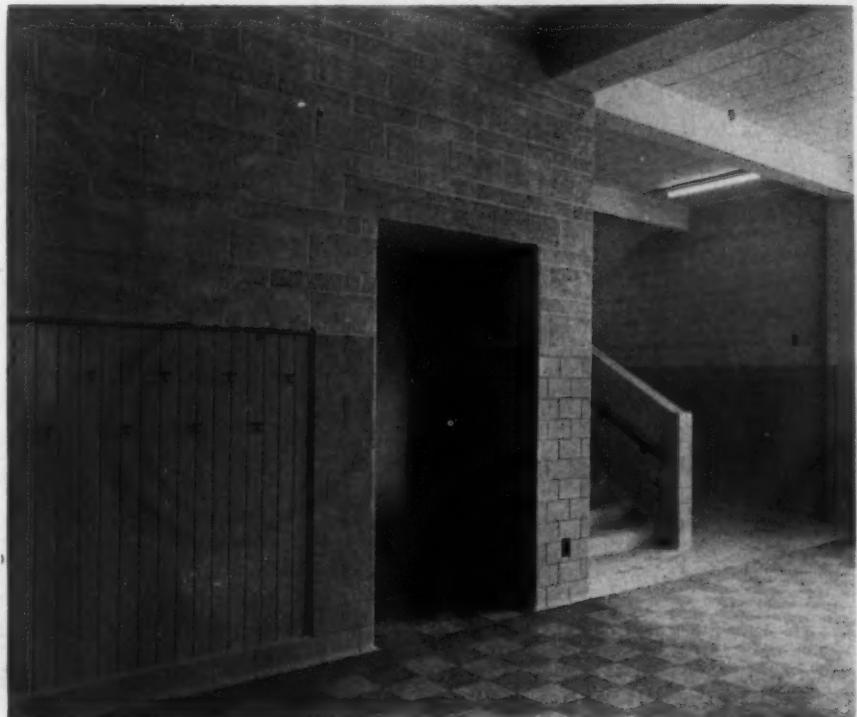
Classroom floors generally are maple laid in mastic applied directly to monolithically finished concrete slabs. This produces an almost silent type of surface and, when properly maintained, is a beautiful floor.

In the completion of the typical classroom of today a great deal of color is used in the wall surfaces above the wainscot, while the acoustical ceiling surface is kept plain white to provide the maximum light reflection surface. The installation of fluorescent lighting, such as the hot or cold cathode systems of tubular lighting, immediately below these white ceiling surfaces probably provides as near to perfection in lighting results as it is possible to obtain today.

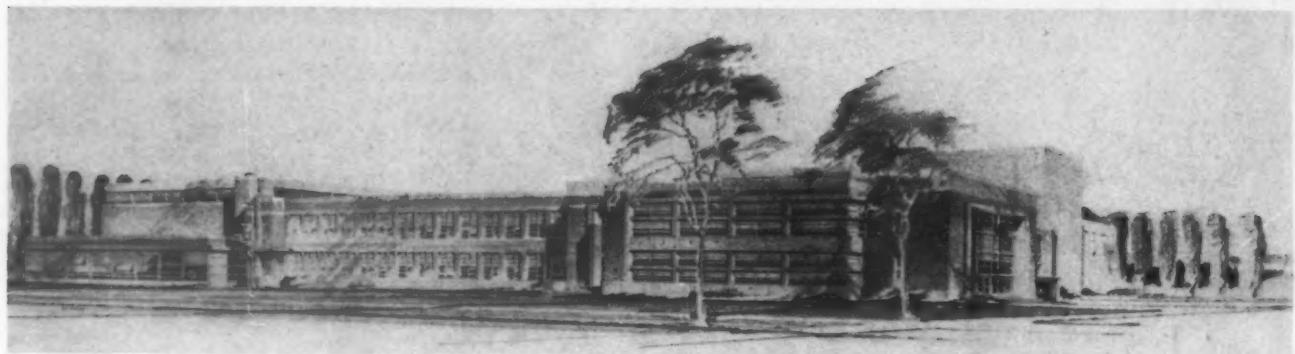
To this over-all picture of our typical classroom, as we conceive it today, we add a modern, proved system of ventilation, which delivers fresh tempered air to each room, and fenestration of light diffusing glass block. The glass block will, we hope, provide properly diffused daylight to all parts of each classroom without the use of window shades.

With these physical conditions obtainable through the construction process, the classroom becomes an almost perfect type of instructional area. With floors quiet and restful, with wainscots durable and cleanable, with pleasingly colored cinder

block wall surfaces, with acoustical treatment of ceiling surfaces, with a truly modern lighting system and a modern unit ventilating system (not a classroom unit), we can provide a classroom with a pleasing appearance and livable instructional atmosphere.



Corridor in the John Trix School, showing interesting wall surfaces. B. C. Wetzel Company was the architect.



New Junior High School, Lansing, Mich.

Junior High School . . . carefully designed

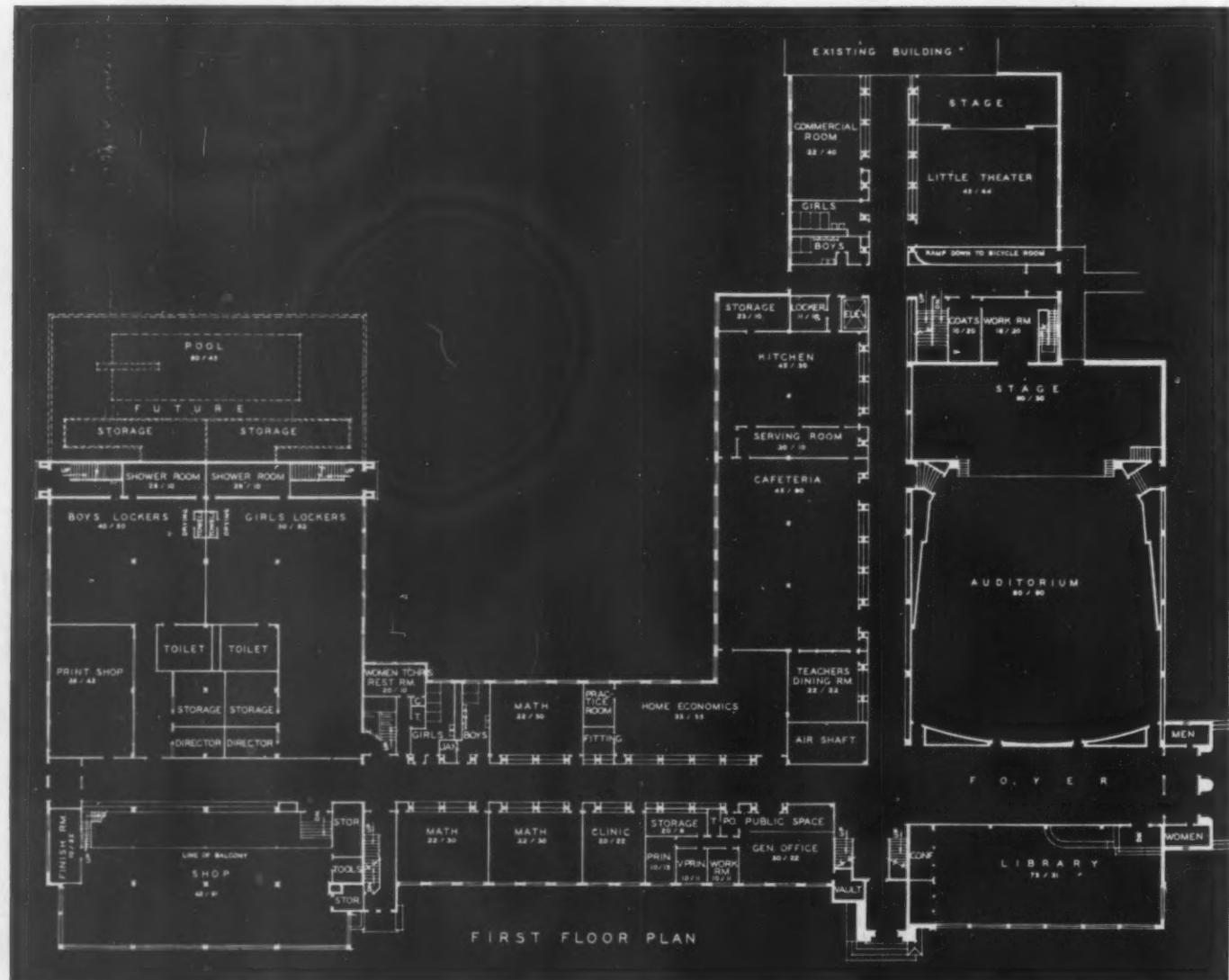
WARREN S. HOLMES COMPANY
Architects, Lansing, Mich.

THE WAR'S termination will permit the Lansing board of education to begin the construction of a new junior high school, now in the planning stage. The recess in construction caused by the war

has permitted the architects an ample amount of time to design this building carefully. Considerable thought was given to the various problems involved and frequent conferences were held over the preliminary

sketches and model before the working drawings were begun.

The site is a large tract of land on the north side of the city. There is now an elementary school, designed by the same architects a few years ago, on this location. The new building, limited to two stories, will be attached to this school which it is expected will be converted eventu-



ally for junior high school purposes. The scheme provides for a roughly U-shaped building with a wide court between the vertical wings; the existing elementary school will be attached to one of the wings.

The first wing consists of an auditorium capable of seating 1000 people with a fully equipped stage and an ample entrance foyer. Across the corridor is a large cafeteria with a separate serving room and kitchen. The home economics department and a teachers' dining room are adjacent to the cafeteria. The home economics department will be separately operated but, since no social room is provided, it is intended that this group of rooms will answer the purpose of a social room for various special school activities.

On the same floor are a little theater and the commercial department. The only excavation, which is a full story in height, is below this section. Here space is provided for bicycles, a boy scout room, dressing rooms and storage.

On the second floor are located the music department, the science department and a number of classrooms. Adjacent to the main entrance is a large library which will house a branch of the city library.

The connecting section of the two wings of the building is occupied by administrative offices on the first

Construction Details

CONSTRUCTION FEATURES:

Fireproof reinforced concrete and steel.
Face brick exterior facing with limestone trim.
Wood double-hung or projected awning-type sash, except for the gymnasium and shops which will have steel sash.
Built-up tar and gravel roofing.
Reinforced concrete stairs.

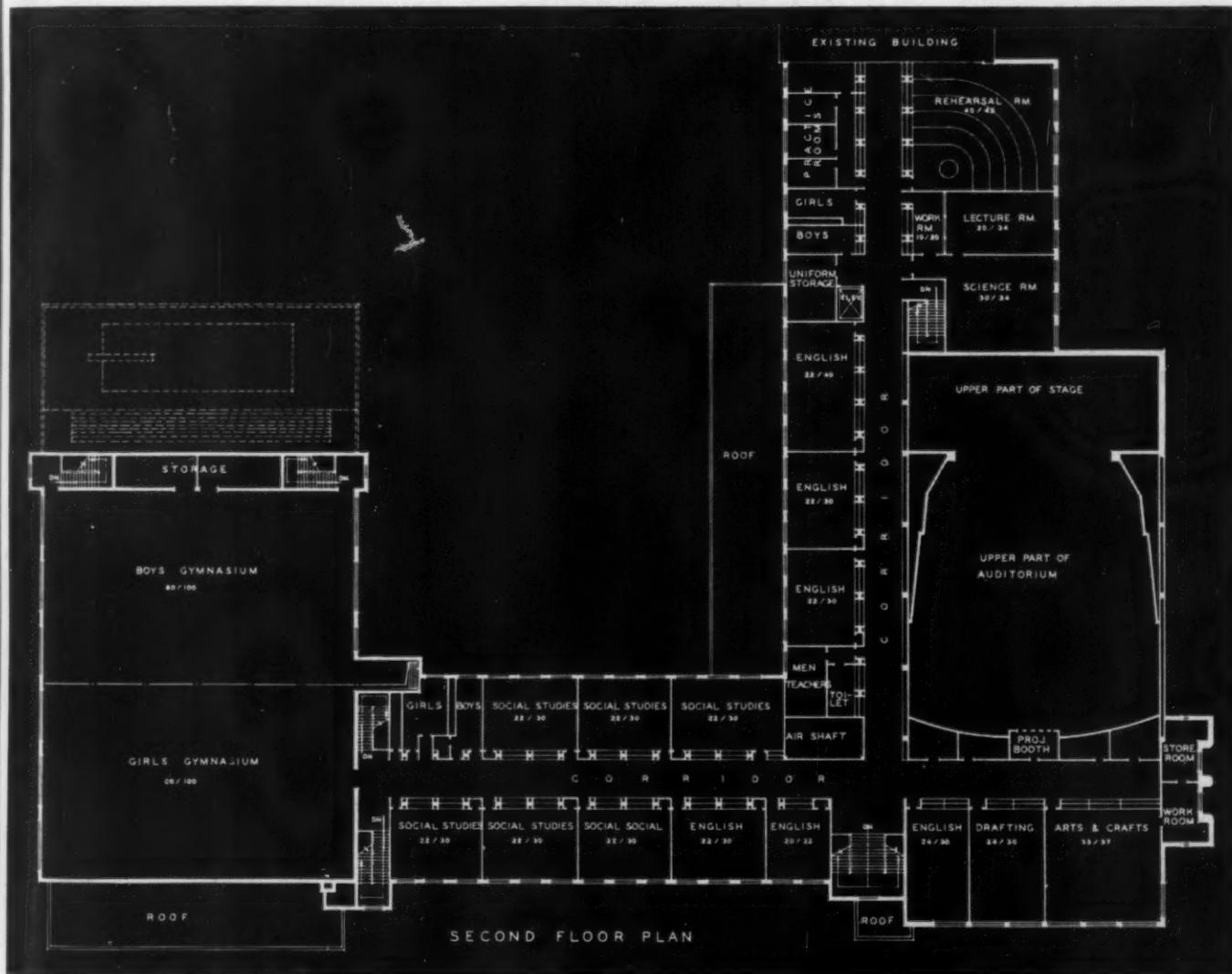
INTERIOR FINISHES:

Walls, plaster.
Corridor wainscot, faience tile.
Foyer, wood paneled.
Cafeteria, linoleum wainscot.
Corridor floors, stair treads and risers, terrazzo.
Classroom floors and base and countertops, linoleum.
Ceilings, acoustically treated.

floor and classrooms on both floors. The second wing of the building has on the first floor shops for metal work, woodwork and printing. Here also are locker rooms and showers for boys and for girls, storage facilities and access to the pool.

On the second floor is a large double gymnasium with a mechanically operated folding partition and permanent bleachers. Under the bleachers are located the physical director's offices. The pool gallery is back of the gymnasium.

The present heating plant will adequately serve the new building, as it was planned for this purpose. The heating will be done by means of a split system. Fresh air warmed by blast coils will be forced into each classroom through duct work near the ceiling. As it enters the room, it will pass over booster radiators and it will leave the room near the floor and be exhausted or partially recirculated. In addition, the outside walls will be furred and recessed convectors will be provided.



SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

Are We Preparing Pupils for Later Life?

SUPERINTENDENTS and P.T.A. officers seem happier about the pupil-product they are turning out than are principals and teachers. But all of these groups seem far better satisfied with the work of the schools in preparing young people for later life than are authoritative spokesmen outside public school walls.

The six questions in this month's School Opinion Poll are those used in the *American Magazine* Poll of Experts conducted by Dr. Arthur Kornhauser of the Bureau of Applied Social Research, Columbia University.

The *American Magazine*'s poll, published in the February issue of that magazine, went to deans of schools of education, professors of education, college presidents, government officials, superintendents of schools and representative citizens. Results of both polls are shown in the accompanying table.

The NATION'S SCHOOLS questioned 500 school superintendents and the same number of high school principals, elementary school principals, high school teachers, elementary school teachers and local P.T.A. officers, with a tabulated return of 26 per cent on the 3000 questionnaires.

School superintendents and elementary school principals and teachers seem reasonably well satisfied with the job being done with the Three R's. High school principals and teachers are not so enthusiastic.

The next best ratings go to physical fitness and citizenship preparation. Almost nobody has an enthusiastic word to say in favor of the job being done in fitting pupils for personal and family responsibilities. Only fair to poor work is being done in preparing pupils for earning a living and in guiding them in the use of their spare time, it is agreed by both the schoolmen and the "experts."

Public school folk in general may be a little better satisfied with their own

results than the tabulation would indicate as they were forced to choose between rating their work in these various functions as either "very well" done or "fair." Many would rather have checked "good," but The NATION'S SCHOOLS kept its questions in line with those of Doctor Kornhauser's so that a comparison could be made.

Why in each instance do the public school representatives take a more optimistic view than do the "experts"? Is it, as a Wisconsin elementary school teacher remarks, "One does not put his nose to a mountain for the best view of it," or is it that they are in a better position to know of their accomplishments?

Certainly those replying to The NATION'S SCHOOLS' questionnaire expressed an urgent desire for improvement in all of the six categories.

Lack of adequate financial support,

low salaries that fail to attract topflight personnel, parental lack of responsibility, too much emphasis on athletics for the few and not for the many, preparing young people to *earn a living* instead of teaching them *how to live*, teaching subjects instead of children were some of the reasons given by school folk for not doing as good a job as they would like to do.

To obtain better products from our educational system, Guy L. Hilleboe, supervising principal at Rutherford, N. J., offers the following three point program:

1. Acquisition of teachers who are themselves adequately prepared for community life.
2. Relaxation of traditional time and content requirements to meet individual pupil needs.
3. A universal physical correction program for youth.

QUESTIONS ASKED—OPINIONS EXPRESSED

How well do you think our schools are doing in the following six areas in preparing young people for later life?

Area of Preparation	Rating	Super-intendents	PRINCIPALS	TEACHERS	P.T.A. Officers	Amer. Mag. Poll
		High School	Elementary	High School	Elementary	
1. Preparing young people for democratic citizenship	Very well	46%	33%	32%	32%	65%
	Fair	50	62	62	60	29
	Poor	4	5	6	8	6
2. Preparing them for earning a living	Very well	19%	20%	21%	17%	29%
	Fair	63	65	59	66	58
	Poor	18	15	20	17	13
3. Fitting them for personal and family responsibilities	Very well	12%	11%	9%	13%	29%
	Fair	62	55	54	56	44
	Poor	26	34	37	31	27
4. Guiding them in the use of their spare time	Very well	24%	21%	31%	15%	23%
	Fair	58	55	46	52	54
	Poor	18	24	23	33	23
5. Promoting good health and physical fitness	Very well	35%	38%	40%	46%	48%
	Fair	60	54	51	46	46
	Poor	5	8	9	8	6
6. Developing skill in reading, writing and arithmetic	Very well	50%	38%	48%	28%	54%
	Fair	43	50	49	54	41
	Poor	7	12	3	18	5

EDUCATION Incomplete Without Religion . . .

Part I: *Unless the two go hand in hand, no international treaties or world pacts can ensure against disaster*

SYSTEMATIZED education, as a public institution, has had a long, slow, painful struggle to gain the prestige it enjoys today.

Institutionalized religion,¹ on the other hand, has in the past always held the place of highest respect in the community. In modern times it has suffered its first setback in this regard. This has not been primarily due to the rise of any new force hostile to religion but rather to internal conflict within and among religious groups.

Does Not Seek to Serve Community

All the great historic faiths have broken up into rival sects and it is this which marks the beginning of religion's waning prestige in the modern world. This trend has come about because religion no longer seeks to serve the community as such but makes its appeal to the public for special support in a competitive field.

The result is that, while a given community may have its public school system and its political government, in religion it lacks any corresponding unity.

Nevertheless, education and religion remain two of the most vital and significant factors of human experience. So indispensable are they that wherever either is absent, personality, as we know it, will not arise. This is verified in the one case by the fact that there appears to be no evidence that animals are ever able to exercise religious functions and in the other by the observation that animals lack the power of acquiring articulate speech, which is acquired by human beings only through an educational process that is essential to the rise of personality.

The human infant possesses no power of articulate speech and, if reared apart from human kind, will never have such power. Only by going to school to the family and the

community through his unfolding years does the child acquire a language in a way that the best of modern schools hardly ever surpasses and seldom equals in teaching.

In order to deal fairly with either education or religion, and particularly with any mutual relation between them, it is highly desirable to be as clear as possible about the essential nature and functions of each.

Institutionalized religion today has a great variety of technics and objectives that obviously have little or nothing to do with the nature of religion itself. This finds illustration in the large part played by the competitive struggle of rival brands of religion, as well as in the great variety of ecclesiastical organizations, ranging all the way from pure democracy to complete totalitarianism.

However, when religion is viewed genetically and historically within the individual, it is found to be an aspect of personality that always has as its aim what no other function of man's life ever makes its chief business,² namely, the preservation of the values of personality.

Nature of Education Confused

Likewise the present methods, technics and immediate goals of current public instruction are much too involved to illustrate clearly the essential nature of education. In the first place we know that education is not confined to institutions of learning or to a particular age bracket. Experience may surpass controlled experiment as a teacher, in spite of its sometimes excessive cost.

In the second place, education as a process operates only within the life of the individual and that operation is determined primarily not by the external machinery or stimuli but by the inner responses of the individual concerned. The kind of responses possible are further limited to a drawing out or unfoldment of inherent capabilities already present.

¹As a minimum, this involves the rise of recognized experts (priests) for the effective performance of religious rites deemed necessary to assure the divine favor.

²Cf., L. Waterman, *Religion Faces the World Crisis*, Geo. Wahr, Ann Arbor, Mich., p. 8.

LEROY WATERMAN

Professor Emeritus of Semitics
University of Michigan

The success of this process can only mean the enhancement of the potentialities of personality. This will accordingly constitute the primary aim of education, which no other function of man will ever be able to displace.

Insofar as this aim is achieved, it will result in increased knowledge, skill and power for the individual in society. Whether, however, these gains will result in the enrichment of the life of the persons concerned and also of society will depend upon their integration, first, within the individual and, second, in his relation to the life of the community.

The primary integrating force is religion. It has been so from the beginning and stems from the fundamental nature of personality. Man first perceived himself as a being endowed with possibilities of enjoying values which he conceived in terms of lasting satisfactions not limited to the bodily life.

This perception gave him his primary concept of enduring reality in terms of personality as well as a basic yardstick for measuring all other realities. These developments set man his distinctively religious task of making unceasing effort to preserve the values of personality.

Twofold Task of Religion

This task was twofold: first, to guard personality with its existing values from external danger here and hereafter and, second, to keep the growing potentialities within man from running amuck to the endangerment of society.

In primitive times the first task is illustrated by man's endeavors to ward off and come to terms with the superior powers of nature. The second task finds exemplification in the religious taboos which guarded the relation of the sexes in early society and in the measures taken by religion to annul or neutralize the

unusual capabilities of those individuals who were believed to have exceptional power (chiefly magical) over the forces of nature but who were unsocially minded.

As the inventive genius of man has developed, as his ability actually to control more and more of the forces of nature has increased and as these gains have been transmitted through formal education, the task of socializing these new capabilities and thus transforming them into permanent human values has put a vastly increased weight of responsibility upon the forces of religion.

Unfortunately, throughout the modern era, institutionalized religion has failed to keep pace with secular development. In Western civilization, as already noted, Christianity broke up into sectarianism. It has thus left society as a whole either without a religion or, if a given sect has become the religion of an entire community, with a religion that as a rule has promoted its own power first and rated the welfare of the community as such a poor second

that, whether by neglect of popular education or by open opposition to it, this religion has made such areas the most backward in our civilization.

In the West, from the discovery of the new world onward, education and religion have existed as more or less separate entities and without any concept of a mutual need of each other in the service of the community.

At first religion assumed to dominate education. The ensuing struggle of the forces of education to gain autonomy ended in an outward truce of neutrality between the two, which still persists. Meanwhile, certain religious sects attempt to teach not only a sectarian religion but a sectarian education as well. Others teach traditional religion as held and leave secular education alone.

Public education in this country has gained freedom from religious coercion and educators at the same time have shown many evidences of willingness to cooperate with organized religion and to teach religion with the same dignity and thorough-

ness given to any other subject. So far, however, this has been impossible because no representative community can agree on what is meant by religion or what should constitute the content of religious instruction.

The problem of a working rapprochement between the two thus remains unsolved. The parochial school is only a partial and negative solution at best. The self-confessed failure of many Protestant groups to provide adequate religious instruction through the churches has led to various tentative undertakings to utilize one or more hours per week of the pupil's public school time for special religious instruction.

These attempts to teach religion manifestly offer no far-sighted, constructive plan for meeting in a serious way the larger problems; at most they appear as palliatives to salve the conscience of disturbed Christian parents and perhaps as a gesture toward juvenile delinquency.

Such is the present stalemate between education and religion in America, with no more hopeful variations being offered in the rest of the Western World. The outcome is a matter of the gravest concern to mankind. The situation has in it all the signs of a dangerously falling barometer for, according to our thesis, without these two pillars of education and religion, civilization can neither arise nor carry on. Yet in our era each, acting more or less alone, has so far failed of its function that civilization today shudders and wavers and the fate of mankind trembles in the balance.

The status quo has the clarity of a volcanic eruption, an avalanche or an earthquake. We know what it is. The potentialities of man have now expanded far beyond the process of their integration into sound and stable human values. Specifically, these new capabilities have created one world of mankind from which no man or people can escape, but it is an unstable world, altogether too much like U-235, and unless an adequate integrating force can be injected into it with relative promptness, no amount of conferences, international treaties or world pacts can ensure against the danger of sudden and ultimate collapse.

The possibility of discovering and appropriating such an integrating force will be discussed in a future article.

Practical Use for Surpluses

HARL R. DOUGLASS

Director, College of Education, University of Colorado

AT THE close of the war billions of dollars of U. S. surplus materials were scattered throughout the world. For some of these materials there is no market at home. For much more there is opposition among manufacturers to shipping it home.

For lack of anything else to do with it millions of dollars of this material has already been destroyed, much of which could have been put to civilian use. The peoples of many foreign countries could use it but have no way of paying for it. They have no dollars or dollar credits, no gold and no spare goods that we will permit to be shipped to us.

Senator J. William Fulbright of Arkansas, former Rhodes scholar, has introduced a bill in Congress which would place the title to all Army and Navy surpluses in the Department of State so that it could make arrangements with other countries through which the goods could be sold abroad and a credit established to be used to send students

from the United States abroad to study and to bring foreign students here.

The bill, as revised at the request of the State Department, is S. 1636. Hearings are already under way before a subcommittee headed by Senator O'Mahoney of Wyoming.

After the Boxer war between China and the Great Powers, our share of the indemnity forced upon China was spent in the education of Chinese students in the United States. The education of thousands of Chinese leaders in this country has done much to develop the good will that now exists between the Chinese and ourselves.

It should be obvious that peace and international understanding can be best assured only on the basis of mutual knowledge and acquaintance. This bill should have the support of all educators.

Write or wire at once to your senators, your congressman, and to Senator O'Mahoney.

• CHICAGO
MARCH 12-14

• NEW YORK CITY
MARCH 4-7

A. A. S. A. REGIONAL CONFERENCES, 1946

• ATLANTA
FEBRUARY 25-27

• KANSAS CITY
FEBRUARY 20-22

PRESIDENTIAL ADDRESS*

OUR RESPONSIBILITIES

IS THERE in America a definite program of education which has been accepted and which applies to all our communities? The answer is: No.

We do have a wide range of schools: nursery schools, kindergartens, intermediate schools, academic, technical, trade, commercial schools, junior occupational schools, opportunity schools, junior colleges, colleges, universities and private schools of many kinds. However, the offerings and educational opportunities vary widely with states and communities.

In some way or other, education must be made adequate for all the children of the nation. This is one country and not a conglomeration of separate communities, each going its own way in education independently and with little or no concern or consideration for its effect on other communities.

It is a national problem, as well as a local one. Of course, local interest in education must be maintained but that can be done, I believe, without in any way sacrificing the welfare of the children. The best plan of financing education, in my opinion, will include federal, state and local support in about equal proportions, with the immediate control resting in the local subdivisions.

*This is a greatly reduced abstract of the president's official address.

Indefiniteness is, and has been, the great defect in our educational work. This applies to administration, supervision, curriculums and teaching. It is fairly easy to do something if you know exactly what it is you want to do. It is easy to teach a unit of work if the unit is definite and you have a definite idea of its content. The physical and mental fitness we acclaim will be fairly easy to attain if we will but develop suitable and definite procedures through which such fitness may accrue to pupils who follow them.

So I say that the first work for educators in postwar education is to develop an adequate and a definite program. Administrators have been greatly handicapped by having to give far too much of their time to problems which, while relating to education, were not educational: problems of finance, levies, bond issues and surveys.

I predict that in the near future we shall give much more attention to the organization of departments of education within the several states. State directors of education are going to have much more to do in the post-war years than they have had to do before and their offices are going to become increasingly important.

The state director of education should be free from political interference and his tenure in office should be protected to the extent that he can work with the educators of his area

in developing a long-time basic program for the schools of his state. This cannot be done if he is compelled to "run for reelection" or work for reappointment every two, three or four years.

I suggest that other trends in education will be toward the following:

1. An extension of the democratic principle of equality of opportunity through better elementary and secondary educational programs for all the children of the nation, without regard to economic status, race or place of residence.

2. An extension of education downward to include all children in the fourth and fifth age years. These are very important years in the educational process and we cannot afford to neglect them.

3. The addition of two years beyond the regular high school's 12th grade, for youth of demonstrated abilities,



Charles H. Lake

allocation in such schools to be determined by examinations designed to place pupils on the basis of their abilities to profit by instruction in certain specific fields of educational endeavor.

4. A program of subsidizing education which will make it possible for each individual of unusual ability to continue his education to the point where his abilities may be of maximum value to society.

5. A curtailment of the system of free electives as practiced in many secondary schools and colleges and a more definite program of education for each pupil.

6. Much more attention to the problem of teacher selection and training. More of the selection will be done before the applicant trains for teaching instead of afterward.

7. A vast extension of adult education opportunities, including an extension education service which will make it unnecessary in the future to have such national youth service agencies as the N.Y.A. and C.C.C.

8. The reorganization of small district units of educational control to

ensure a sufficient number of children in each district to make it economically possible to provide a suitable program for each child.

9. More attention to the provision of work opportunities for secondary school youths in line with their vocational interests and abilities. Work, real work, always will be a part of a well-rounded educational program.

10. More attention to the problem of developing facilities and educational programs for the education of returning veterans and the retraining of civilians who are compelled to change their work after the war.

11. A program of financing education on a federal, state and local basis which, while giving due attention to economy in operation and the maintenance of local interest and control, will not make it necessary for the education of the children of this country to be wholly subject to the varying financial abilities of local taxing subdivisions.

12. A program for the thorough rehabilitation of school buildings and a much wider use of them for education, recreation and general community betterment.

Personnel. The demand in the teaching profession is for truly big personalities, Supt. Kenneth McFarland of Topeka, Kan., told the second general session. "These personalities are characterized by graciousness and by the determination to put human values ahead of all other considerations. The ideal learning situation exists when children so admire their teacher that they want more than anything else just to be like the teacher. When this situation exists, the motivation is perfect."

"The teaching profession must attract into its ranks and seek to develop among its numbers more really well-balanced personalities. The need is for persons who count for something in any group, who are respected and admired for what they are as well as what they know, who could succeed in any other business or profession as well as in teaching."

Health. The teacher is the key person in the whole health program, according to Supt. George E. Roudebush of Columbus, Ohio. Not only must the prospective teacher be healthy but she must be taught in her teacher-education courses to recognize physical handicaps and symptoms of irregular health conditions, must have a working knowledge of normal child growth and development and must be familiar with procedures for developing health habits and attitudes in the children.

The weakest spot in the school health program is the follow-up both of the individual child and of the effectiveness of the program as a whole.

Are children happy? Are they making desirable growth? Are they alert? Are they strong, active and graceful? This type of appraisal is necessary in addition to statistics on examinations and number of corrections.

Leadership. Boys were educated for war but now that peace is here, family economic status determines how well a youth will be prepared for peacetime service."

Such a policy is wasteful and stupid, Dr. John K. Norton of Teachers College, Columbia University, told the Chicago convention. "One of the priorities for educational leadership in the years ahead is the correction of this indefensible situation."

Three other goals for educational leadership were proposed by Doctor Norton: (1) extend our educational system for children prior to the first grade; (2) provide junior colleges and technical institutes for vocational and semiprofessional education; (3) broaden the adult educational program and "reclaim a portion of the American mind from the thrall of commercial amusement."

CHICAGO

Arthur B. Moehlman

ON A closing note of optimism in regard to future conventions, the Chicago regional conference of the American Association of School Administrators closed its doors March 14 on what had been the liveliest of the four regional conferences of 1946.

The general rejoicing was over the prospect of a national convention next year, probably at Atlantic City, N. J., at which the old prewar enthusiasm will be heightened by a deferred celebration of this year's diamond jubilee. Dr. Henry H. Hill, the new president, will have the honor of presiding at the first nationwide gathering of school administrators since 1941.

Chicago's regional conference was the largest as well as the liveliest. This was Executive Secretary Sherwood D. Shankland's final fling at the winter convention arrangements for the association and he expressed himself as well satisfied with the enrollment of close to 3000.

President Charles H. Lake, whose address is summarized on this and the preceding page, found the program satisfactorily received, and the Associated Exhibitors, somewhat crestfallen at the eastern conference exhibit, were all smiles in Chicago where the exhibition hall crowds were enthusiastic and the returns fruitful.



R. V. Hunkins



Paul L. Essert



Selmer H. Berg

Vocational Preparation. "Get ready to provide educational facilities on a scale hitherto undreamed of," urged Supt. Virgil M. Rogers of Battle Creek.

"The scramble is going to be horrific. We must be prepared for the 25,000,000 adults who, through public opinion polls, have expressed the desire to enroll in full-time or part-time courses. Most of these are interested in additional vocational preparation."

Doctor Rogers, in urging broader vocational education and broader concepts of vocational education, warned against pressure groups that want high school vocational courses to meet special industrial demands.

These forces are going to make the administrator's life a very unhappy one unless he fortifies himself with the best counsel in the fields of technical and vocational education. The vocational education program should be made a part of the state department of public instruction, Doctor Rogers believes.

The local public high school must be ready to counsel veterans in order to protect them against wildcat correspondence schools, dry-land vocational colleges and fly-by-night private trade schools.

Doctor Rogers thinks the public schools should provide vocational training in business education, distributive occupations, homemaking, agriculture, mechanics, trades, cosmetology and domestic occupations.

Buildings. The plant, "the biggest piece of learning equipment a school system needs," to quote John Guy Fowlkes, occupied one discussion group with Claude V. Courier outlining Cincinnati's big building program.

Henry Lester Smith of Indiana University enumerated four major trends that will influence school design in the future, in his opinion. These are:

1. Standards are being steadily revised upward in every area of education. This means that new buildings must be planned specifically to meet definite and exacting standards.

2. There is a marked tendency to place all levels of education on a parity of importance. This means that the best in modern facilities must be made available for elementary school pupils.

3. All localities and segments of the population must be placed on a parity in educational opportunities and facilities. This means that rural consolidated schools must be designed to carry on a well-rounded, essential rural program.

4. It is being recognized that schools are a community investment and enterprise. This means that the buildings, grounds and equipment must be made available to the public



Paul T. Rankin

Eugene B. Elliott

Don C. Rogers



Paul B. Jacobson

Philip H. Falk

L. W. Feik

as far as possible without conflicting with the school program.

John Guy Fowlkes pointed out that the over-all organization of a local school system should be determined on the basis of who is to be served and what is to be offered.

Shall there be nursery schools? Shall there be junior high schools? Shall there be senior high schools? Shall there be junior colleges?

Once a school system has pondered these questions, the next problem is whether these units shall be housed separately or together and in what combinations.

Too few communities have attempted to establish nursery schools as integral parts of the public school system to make a generalized statement about them, Doctor Fowlkes de-

clared. Small school buildings to take care of the 2 to 7 or 8 year groups may be the answer.

As to whether the organization should be 7-6, 7-3-3, 4-4-4 or some other arrangement must be decided in terms of who is to be served and the kind of educational opportunity to be offered.

"By and large, it seems sound to say that if a community is not to have a junior college then, all things considered, the six year secondary school building is more efficient educationally and financially than separate junior and senior highs, especially in communities of under 100,000 population.

"Particular care should be exerted in arrangement of rooms for all buildings that are to house relatively wide spans of age groups."



Lowell P. Goodrich

Wendell W. Wright

W. E. Peik

Exhibits. Sherwood D. Shankland, retiring executive secretary of the A.A.S.A., was presented with the 1946 award of the Associated Exhibitors.

The exhibit itself was brisk, colorful and satisfying to both delegates and exhibitors. More than 150 exhibits, staffed by persons experienced in servicing schools, merited and received serious study by the schoolmen.

"The whole country is turning with favor to education as the most certain means of establishing and maintaining

a sound national economy and a permanent peace," John K. Krill, president of the Associated Exhibitors and business manager of *American School Board Journal*, told the convention.

"The dependence of business and industry on education establishes our schools as vast public service centers integrated with our social, economic and business life and operated to develop the full utilization of this nation's vital, factual and material wealth."

that "are making a trade of teaching when it ought to be a profession."

Mr. Boushall, president of the Bank of Virginia in Richmond and chairman of the U. S. Chamber of Commerce committee on education, drew heavy applause. Speaking not for his committee, but as an individual, he proposed that business and industry as the chief beneficiaries of the skills and cultural wants created by education should, using the number of their employes as the measure of their benefits, contribute in that proportion to meet the present deficits in financial support of schools.

In his own state of Virginia, a \$20 annual tax per employe would provide the \$18,000,000 needed for additional equipment and salary increase. "Business is abandoning its previous effort to get the educator to plump for the system of private enterprise," said Mr. Boushall.

"The alert business man is discovering the educational process as his greatest hope of expansion, his greatest bulwark against any declining support of the American way of life, his greatest weapon with which to defeat the march of Socialism or Communism around the world."

On motion of David C. Weglein, superintendent of Baltimore schools, the meeting voted to memorialize the President and appropriate federal officers in protest against regulations of the surplus commodities authority which deny to the schools the benefits Congress intended.

Only a trickle of materials is reaching the schools. The 40 per cent price concession is of no use to most schools, unable as they are to raise the other 60 per cent.

Resolutions endorsed federal aid, thanked U.N.O. for electing to establish its headquarters in the United States, pledged cooperation with U.N.E.S.C.O., recommended a program for a wide range of educational services on a post high school level and expressed appreciation to Sherwood D. Shankland, executive secretary of the A.A.S.A. since 1921 who retires this year.

In the elementary section, Harold Rugg referred to the phrase "rapidly changing world" as an understatement. He maintained that in geography and history the elementary schools, since they can't teach all they'd like to, should concentrate on the hot spots of the world rather than the quaint ones, teaching the broad currents in eight or 10 nations, beginning with Britain, Russia and China. Special attention should be directed to the new trade routes and the fifteen critical "air spots."

The secondary school group dealt with such problems as meeting inter-

NEW YORK CITY

James M. Spinning



Henry H. Hill

Paul R. Spencer

CUT in the same general pattern as the A.A.S.A. meetings held in Kansas City and Atlanta and to be followed in Chicago, the conference in New York City, March 4 to 8, addressed itself to the theme, "The Unfinished Task."

Chief interest in the general sessions centered in the addresses of (1) William G. Carr on "Education for World Citizenship," (2) Vera Micheles Dean on "A World in Chaos," (3) Paul R. Mort on "Developing Lay Leadership," (4) Ernest O. Melby on "Problems of the Professional Personnel" and (5) Thomas C. Boushall on "Financing Education for a New World."

At the last moment N. L. Engelhart took over for New York State Commissioner George D. Stoddard, most honorably absent in Tokyo as chief of General MacArthur's special commission on education in Japan. James L. Hanley, superintendent of Providence schools, supplied for James Bryant Conant, Harvard president, who was ill.

Carr, who as secretary of the Educational Policies Commission and delegate to San Francisco and London had played a vital rôle in getting the clauses on education written into the U.N.O. Charter and in furthering U.N.E.S.C.O., said that while schools cannot teach loyalty to a world order which does not exist, they can teach the backgrounds necessary to such an order: the resources of nations, their forms of government, the conditions

which have led to war and the organizations which try to deal by peaceful means with such conditions.

Hard as it is to get together with Russia, we must keep knocking on her door, Carr declared. Our government should offer to exchange educational missions to discuss in public lectures our respective educational, social and political ways.

According to Paul Mort, what parents do for their children *through schools* is their greatest contribution outside of what they do through families. While the average school system is 25 years behind the best practice, we have the knowledge to set new standards in the teaching of skills and knowledge. Sometimes the curriculum is overlooked because the teacher thinks she has to speak it all.

However, children continue to grow when the teacher keeps her mouth shut. Such movements as the Metropolitan Education Council serve to build for laymen a picture of what the modern school can and should be.

Dean Melby spoke the general alarm among administrators over the shortage of qualified teachers. He held that, assuming the highest level of preparation, salaries should be double their present levels; that no profession that does not hold out earnings of at least \$5000 a year in full professional maturity for the average practitioner can expect to attract anything but mediocre talent. He deplored "outmoded administrative machinery" and practices

cultural and interracial problems, fostering better labor-management relationships and bringing youth closer to the realities of community life.

Charles A. Tonsor, principal of the Grover Cleveland High School, New York City, said that the contributions to America of all racial groups should be recognized without any thought of who contributed most; that haste in intercultural relations must be made slowly; that work must be done with individual students. Regular opportunities for working together in helping the sick and unfortunate are most helpful for nothing breaks through emotional barriers so swiftly as the need for human sympathy.

The work of the elementary schools should "feed in" to the adult-like discussions of the high schools, contrasting an interdependent industrial and technological society with a relatively independent agrarian society, exploring the unique nature of American democracy (including its inadequacies) and emphasizing the need to shift from "lick the world" to "lead the world."

Other speakers put the emphasis on a shift in technic from coercive measures to those which recognize the developmental rates of individual pupils, their need for affection, personal guidance, health, creative activities, sharing, planning, investigating, home and work skills and attitudes, the things that help them to achieve personal order and sanity in a disorderly and confusing world.

Speaking on scientific aids to education, Hollis L. Caswell of Teachers College pointed out that educational research must be planned as an integral part of the instructional program with the research bureau serving only as a resource unit and the provider of technical service; that standard testing programs have given undue emphasis to averages, not revealing how well individual pupils achieve, the range of achievement to be expected in a group or how particular instructional methods and materials influence individual achievements; that teachers must have a range of choice in educational materials so that their ways and needs, not the ways of administrative routine, may be served; that however useful for teaching the specific skills for which they were designed, Army and Navy experience with audio-visual materials sheds little light on the effectiveness of such materials in developing attitudes, understandings and generalizations.

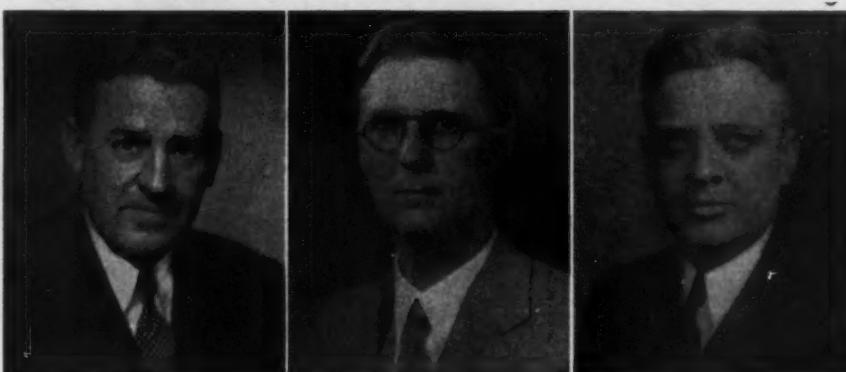
Homer W. Anderson reported to the section on veterans' education that in Newton, Mass., veterans who had returned to finish high school with regular classes, contrary to expectations, voted against segregated instruction



W. H. Lemmel

Abel Hanson

William J. Small



Glenn Kendall

E. S. Evenden

James L. Hanley

when growing numbers made separate classes feasible. The New York City provisions were described in some detail by various school officers.

The meeting on Out-of-School Youth foresaw a problem as serious as that of the depression, a new lost generation unable to get into college, a need for a 13th and a 14th year in the public school. The increased need for adult education to repair the lacks of both these generations was the concern of the section on adult education.

Lloyd P. Young, president of State Teachers College, Keene, N. H., described for the section on better teachers for better schools a program of teacher preparation involving learning the ways of and service to the communities. Jacob Greenberg, associate superintendent, outlined New York City's in-service program. But the shadows of deficiency licenses, unrecruited trainees and insufficient salaries fell heavily on the meeting.

Whatever the problems and despairs of education in the United States, they seemed light as compared with those of other lands as these were revealed by Mrs. Betka Papinek, wife of the minister plenipotentiary of Czechoslovakia, Lennig Sweet of United China Relief and David Daiches, educational attaché of the British Embassy.

In Czechoslovakia alone 700,000, more than all who were fed by the Hoover Food Administration after World War I, are in danger of starvation or deficiency disease. Twenty-five per cent of all primary school children have tuberculosis; 143,000 have been orphaned. Hundreds have seen their parents killed. Thousands have been in German reeducation centers, speaking only German. Teachers must be nurses and social workers.

ATLANTA

A. Cline Flora

SCHOOL leaders from the Southeastern States meeting in Atlanta February 25 to 27 considered the profound changes taking shape in the thoughts and actions of men throughout the world and how they must plan

and execute in the light of these changes. Digests of the major discussion groups follow.

Trends in School Finance. We are moving toward an increasing power to tax on the part of state and federal



Omer Carmichael



Fred M. Alexander



Charles F. Carroll

governments. If local subdivisions are to function properly, an increasing share of state and federal funds must be returned to support local needs.

The property tax can be made more effective through standardized assessments, trained assessors, required minimum rates, elimination of restrictions and enlarged taxing units.

Equalization funds should be administered with a view to raising the minimum standards for all youths according to need. Uniform local effort should be required, a balanced educational program should be fostered and organization should assure a maximum of economy and efficiency in the operation of all schools.

Maintaining the Teaching Staff. To recruit and maintain the teaching staff

the panel suggested: (1) send delegations of students from the teachers' college back to their high schools to sell teaching to high school seniors as a profession; (2) provide a more wholesome type of supervision; (3) teach the social graces to prospective teachers; (4) encourage teachers to travel; (5) permit more teacher participation in administration.

School-Community Relations. The school should serve not as a community center but as a community educational center. A good school is good to the extent that the life of the community is good. The school should cooperate with other agencies to improve children and their environment. Teachers should find and discover leadership resources.

How can we operate a community

school for nine months with a three month skip?

Boards of Education. There should be few, if any, permanent committees. Procedures should be democratic. Board members should act only as a unit. Regulations should be specified and policies based on a state philosophy.

Federal-State Local Relations. Some of the points brought out were as follows: Federal aid is necessary to the public schools and to colleges to guarantee a chance to all youths. Federal control is undesirable but there is a greater chance for federal control without federal aid than there is with it. All appropriations should be made through the U. S. Office of Education, not through a newly created office, and thence through state boards created for that purpose. Within the state, colleges participating in federal aid should coordinate efforts and eliminate duplicate services.

The state should guarantee adequate facilities in all local districts, provide the necessary money, stimulate and assist in maintaining high standards, allow state leadership and guidance, permit local districts to decide what shall be taught and what texts shall be used, requiring only about one half of the work in the high school as the state-prescribed core.

Elementary Curriculum. The whole program must meet the needs of the pupil and must conform to community needs. Skills should be taught thoroughly and a minimum amount of work should be required of all pupils with adjustments for individual differences.

The health program was stressed as of great importance in the South. The health program must be more than a health examination; there must be the functional teaching of health on the playground, in the classroom and in the homeroom.

Secondary Curriculum. In the early years of secondary education a guidance program of exploratory courses should be offered to enable the pupil to find his abilities and interests. Art was stressed as a major need in the South.

Consumer education should fill such needs as how to build homes, buy health and gain the most for the major outlays of money.

Another function of the secondary school is to teach pupils the importance of the exhaustible soil minerals, the depleting of natural resources, the importance and value of water power.

The high school, too, must be responsible for the education of the whole community through whatever means is best suited to the case: public relations, adult education and the like.

Vocational Education. The high school is the mass educational center for



Colin English



Andrew D. Holt



Maycie Southall



Lawrence G. Derthick



A. C. Flora



B. M. Grier

vocational training. It must offer a round program of testing and guidance. It must integrate vocational training with a program of general education, considering vocational training one seg-

ment of an all-purpose high school and relating it closely to the employment needs of the community, not forgetting the part that girls will play in trade and industry.

Helen Manly, University City, Mo., stressed the fact that health and physical fitness are of interest to more people today than ever before. "Fitness, which is a synonym for total health, is only possible with a program of activity," stated Miss Manly. "Total health, which is living most and serving best, will always be a first objective in education."

Asst. Supt. G. M. Montgomery of Los Angeles emphasized the need for recognizing the returning veteran as a resource and not as a problem. "He is rich in potentialities for his community and a factor in our citizenry to be respected."

L. W. Fox, director of vocational education, San Antonio, Tex., reported a survey of veterans' training. Sixty per cent of the schools surveyed have no plans for the veteran. Practically all school systems are placing the veteran in regular high school classes.

Superintendent W. M. Ostenberg, Coffeyville, Kan., emphasized that the public must never be permitted to make the tragic mistake of considering schools in terms of buildings, grounds and equipment. Good teachers in a poor building which lacks good equipment will still make a good school, but the rule cannot be reversed. It should be continuously emphasized that good people are in demand and it is the duty of communities to see that the salaries and living conditions will attract good teachers.

KANSAS CITY

Herold C. Hunt

SPEAKING on "The Education of the Conqueror," at the opening session of the regional conference of the American Association of School Administrators held in Kansas City, Mo., February 20 to 22, William F. Russell, dean of Teachers College, Columbia University, warned that the United States is doomed to failure in the postwar era unless the "return to normalcy" trend that has gripped all triumphant nations before us is checked and reversed.

A chorus of 2000 fifth and sixth grade pupils from 65 elementary schools was a feature of the second general session, which was open to the public. Col. T. V. Smith, former director of the Army's educational service in Italy, addressed approximately 15,000 on "Discipline for Democracy Through the Schools." He described administrators as the custodians of the ideals of truth, beauty and goodness, which form the discipline or backbone of our American democracy.

The third general session was built up around the theme "Conserving Human Resources." Dr. W. W. Bauer, director of the bureau of health education, American Medical Association, urged that the understanding now existing between national leaders in medicine and education be carried down to the state and local levels. "Too many boards of education fail to take the medical profession into their confidence on school programs," he said.

Brooks Hays, Congressman from Arkansas, spoke of the mobility of people, especially of their increasing tendency to move from rural to urban areas, a factor which makes it a definite responsibility of the nation to see that primary education is universally good.

In the discussion, "What the Secondary Schools Should Teach," T. H. Broad, principal of Daniel Webster High School, Tulsa, Okla., and Paul W. Harnly, director of secondary education of the public schools of Wichita, Kan., delivered the principal addresses on general and special education.

General education is the term used to indicate that part of a pupil's

whole education which looks to his life as a responsible human being and citizen. General education is especially required in a democracy. Special education should provide competence in some occupation, vocation or art.

The discussion on surplus war materials pointed out that schools are not getting a chance to purchase surplus war supplies to replace worn-out shop and classroom equipment. Major bottlenecks are red tape, competition from private industry, million dollar jobbers and failure to segregate the material offered into amounts easily handled.

Arthur K. Loomis of the University of Denver stated that the need for adult education was established with the dropping of the atomic bomb in Japan.

Professor John Rusi, University of Missouri, urged active promotion of a practical and well-financed program of adult education.



Maurice R. Ahrens

John L. Bracken

I. E. Stutsman



Newell D. McCombs

Wade C. Fowler

John Milne

"The arrival of the Air Age is likely to change social patterns as radically as did the advent of the industrial revolution," said John H. Furbay, director, Air Education Service, T.W.A. Mr. Furbay stated that the problem facing educators is one of developing well-informed, appreciative world travelers, since the time will soon come when a person with a two weeks' vacation will be able to take a trip around the world in the 14 days and spend 11 of those 14 days on the ground.

The demonstration of audio-visual aids by the Kansas City public schools showed how the radio and motion pictures can be correlated to give the child an enriched educational experience.

At the fourth general session, John A. Sexson, superintendent of schools, Pasadena, Calif., discussed the "Responsibility of Professional Leadership," in which he analyzed the place of the educator in a world operating on an international basis. He stated that this is a challenge to produce the changes in men which are essential to international peace.

Dr. Elbert K. Fretwell, chief executive of the Boy Scouts of America, urged that professional educational

leaders recognize the fact that the education of youth is mainly in the hands of lay leaders with whom they must cooperate to obtain the best results.

"In a comparison of the total hours spent under the two influences, lay and professional," he said, "you'll find that the average child spends more time under lay leadership by a ratio of 6 to 1 without consideration for the differences during a summer vacation."

At the closing session, N. L. Engelhardt, associate superintendent of the New York City schools, stressed the need for American educational leadership in establishing an international system of democratic schools. He suggested that educators back a movement for more adult education, vocational rehabilitation and the promoting of an international feeling of good will among all people.

Edgar G. Doudna, secretary and director of teachers' training for the Wisconsin State Board of Regents of Normal Schools, stated that teachers' salaries will have to be doubled, the number of pupils for each teacher reduced and ways devised to free teachers and pupils from the "bondage of grades and credits" before teaching will be considered a desirable profession.

types of furniture for making these rooms functional.

Charles E. Greene, superintendent of schools, Denver, discussed the problems peculiar to Denver, stating that a pattern for rehabilitation of schools had been developed many years ago which was still being used.

Lawrence B. Perkins of Perkins, Wheeler and Will, architects, Chicago, urged that school administrators get away from the belief that all rooms must be stereotyped and they should instead become more functional, have lower ceilings and more sunlight and should be more spread out.

The need was shown by Frank W. Hart, professor of education, University of California, for the administrator to translate the number of babies born to residents of his school district into school enrollment by grades and grade groups for the next ten years, and then to begin to inform the board of education, the community and the legislature of building needs. With regard to school housing, he pointed out two possible courses that might be taken, one, that of enlarging already overlarge buildings and building more and bigger "San Quentin" type of schools; the other, that of locating small neighborhood primary schools for children from 5 to 8 at distances of from three to five blocks from large elementary schools and at no greater distance from pupils' homes. Such buildings would release pressure on large buildings and provide suitable environment for small children.

Oklahoma City has included such schools in its new building program as have a number of California communities. Educators in some of these places are working toward a new school organization on the four year unit basis, that is, four years each for early childhood, elementary, junior and senior high school, with each unit eventually to be housed in a separate plant. These buildings, being of one story construction, could be moved to other areas should occasion arise.

Throughout the discussions and in the exhibit, the need for the more functional type buildings, with particular concern for color and sunlight, was stressed.

The exhibit included displays by the following architects: Lawrence B. Perkins, Chicago; W. F. Ruck, Los Angeles; William G. Corlett and Arthur W. Anderson, Oakland, Calif.; Childs and Smith, Chicago; Hugo K. Graf, St. Louis; Benjamin E. Irby, Beaumont, Tex.; William A. Johnson, Everett, Wash.; Joseph W. Radotinsky, Kansas City, Kan.; William G. Parr, Oklahoma City, Okla.; Glen Eidson and George W. Davidson, Kansas City, Mo., and William B. Ittner, St. Louis.

ARCHITECTURAL EXHIBIT

AN ARCHITECTURAL exhibit prepared by Nate W. Downes, assistant superintendent in charge of buildings and grounds of the public schools of Kansas City, Mo., with the assistance of the Kansas City chapter of the American Institute of Architects, was shown at the meeting in that city.

The exhibit included displays from 11 cities, one of the outstanding having been sent in by the board of education, New York City. Of interest was the practical manner in which the space layouts had been handled. Elementary school rooms were depicted in detail, showing the placement and the



Visitors to the architectural exhibit in Kansas City.

This Essay Won

3d PRIZE

in

The NATION'S SCHOOLS

Essay Contest

Let pictures tell your school story

ROBERT G. ANDREE

Principal, Senior High School, Oneonta, N. Y.

TWENTY thousand schools in America have an enrollment of less than 500. Areas having these schools tend to have a total pupil population (grades K-12) of less than 2000. It would appear to the casual observer that public relations would boom under so favorable a situation where groups are small and community spirit runs high.

However, parents in small unit communities are often less informed about their schools than are the patrons of larger areas. Lack of leadership, blindness to the needs of community understanding, paucity of interest and support, denial of financial support for "frills," these are often the causes of failure to build school-public relationships that will command strong interest and financial support. One community is building such needed support through a carefully planned school publication directed to its patrons.

Patron Joe Sharshinsky

Joe isn't exactly an ideal patron. He's a rough, rather ill-dressed handler of men on the "section." He blustered into my office the other day with "Doc, I want to thank you for the letter you sent me."

Joe's son had done better in school work the last semester than at any previous time and I had sent a personal note telling Joe about it, with the invitation for him to drop in to see me if it was convenient.

Joe can read well, has many interests in local politics, labor, lodge and the church. He's a leader of his group, represents a large number of taxpayers. But for his sixteen years

as a resident of this town he had never before been in the school. He knows little about the modern school and its services to his children. But I have a publication to tell its story in pictures that gained his interest immediately, once it was shown to him.

The school never had gone to Joe's home. An occasional report card, a health report or two for his children, but schools—well, they meant little to him. Joe had potentialities as a supporter of the schools. His children and a bit of ingenuity on the school's part unleashed that force. We won Joe through this picture story of the schools in action.

The idea of a picture publication for public relations development is

not new for large city systems where well-developed publicity programs are highly successful. But for 20,000 schools, few are they indeed that have any program at all. Yet schools with a few hundred enrollment can do as well as those with the most competent publicity staffs.

The key to building support for public education is simple. We must focus our attention on interesting the large numbers whom the schools failed to help in the last twenty years. These are now the taxpaying citizens on whom the school must call for support.

In the smaller school systems course offerings have been largely academic, with a major percentage of their pupil population dropping



Pictures showing youths gaining work experience will do much to interest one type of citizen in school affairs.

out of school. In retrospect these drop-outs of former years see little that the school gave them. Only through a careful publicity program, conducted preferably with pupil aid, will the schools be able to strengthen public ties with these that the school failed to help.

Consider, Also, Mr. Watkins

Tom Watkins knows the money crowd in our town. He knows the school pretty well, too. "These kids would be better at work," he says; "too many frills in education are making us soft."

Heavy taxes, a desire to "economize," knowing only the schools of his own day make Tom hard to crack. Tell him you need more money for schools and he gets that dour look!

The community chest, the local tuberculosis committee, the victory loan drives and the local service club take a lot of Tom's time. "The youth of yesteryear would work," he says, pointing to himself as an example. "Great character builder—work," he adds. We won Tom over to school support through a picture story of the schools in action.

We showed Tom how we were working to raise the town's per capita income level through teaching proper living and wise spending. He knows a merchant's profit is not in "shorts and staples," but in items of better food, clothing and shelter, the desires for which are often set in our classes. For Tom we caught youths in pictures working honorably, living rightly, to save their souls by the way they learned to earn their daily bread.

Certain youths gained work experience in the community. We snapped their pictures. Others served on recreation groups or as volunteers to get out the Christmas Seal list or for the polio drive. We caught them in action. These are Tom's interests; these are the things he reads most easily in pictures.

The illustration shows pages from a "dummy" annual as described by the author in which an attempt is made to present a true picture of the school in action.

Does the superintendent make the picture report? Sometimes he can be relied upon to have the vision necessary for such a report. In all likelihood, when conditions permit, he sketches out a plan and turns the project over to a staff member. But not so the small unit superintendent who finds himself trying to plan the whole publicity.

Some superintendents consult their boards of education; others, a superintendent's advisory committee, and still others, a laymen's community committee. Adults plan, adults print and adults distribute the result.

In Oneonta we built more solidly for the future through the use of our present *pupil* population. We lay our strongest foundations in the *youths* whose lives we hope to mold.

We build within *them* the desires for better school plants, better teachers, more adequate teaching aids, healthful buildings and surroundings, improved transportation and expanded facilities and services.

At hand, in most of America's 20,000 school systems, is machinery for producing the *Annual*. We let pupils plan this publication, take the pictures, prepare the plan of the issue as a combined school-public relations publication. Casual photographs of one another in the daily school and community tasks and activities have provided learning experiences in school-community needs. The vision of better things has been awakened in them. Five years hence they are the taxpayers and sharers in new and better schools. Their dreams of to-

Rehabilitation will be a part of the Program



...For the Handicapped



And for the colored man....

day are the realities of tomorrow.

Annuals have usually been a report of the past. We let them also be a dream and promise for the future. We want them so constructed that youths will seek to attain the dreams they put into print. Leaders must shoot for high stakes to win!

Community forums to discuss school problems, advisory councils, a functioning post-school youth and adult program, these and many other schemes of community participation have brought action for schools. They are excellent technics and ought to be adopted where communities are ready for such activity. The school publication advocated here, however, is the first step, easily attained and accessible through activities already present in the school.

The usual high school annual is a report merely of extracurricular activities. The new publication advocated in this article includes all the activities of the school: English, social studies, science, mathematics and all the other subject learning areas; programs of physical education, work experience, agriculture; the many other services of the school.

Emphasis is also given in pictures to the ways and means to train youths for proper citizenship, for active participation in the life of the community, for the development of avocations and for adult participation in the facilities and equipment of the school plant.

Vigorous captions that promise the community a forward look in education are vitally important. Assertive

policies which show educational leadership to be playing for big gains will do much for the growth of local public support for education.

Who Will Finance the Report?

The preparation of an acceptable booklet often claims a thousand dollars before printing begins. The vast majority of small school budgets cannot carry this burden. With the increased popularity of the offset process in printing, however, these costs will be reduced. School photography groups, school print shops, picture pools and other facilities often tend to reduce the cost further. Four hundred feet of "annual" movies at a mere fraction of the cost of printing sometimes replace the publication because they are a cheaper record.

The fact remains, however, that a picture publication of school activities still tends to be the best elementary medium for stimulating community school support. It can serve a real need when it combines the best features of the annual with a look to the future. It is this publication, well planned, with a message for the community, that will be the messenger of good will to the community.*

Let Schoolmen Accept Challenge

Publicity on curriculum building, on attention to the needs of the individual, on broad policies for general education of American youth, these are as important to the school as researches in the development of products are to Big Business. But business doesn't merely advertise the end product as we have done in old-style school publications. It tells and retells the story of how the product came to be. Like Big Business, schoolmen must advertise the process as well as the product; and they must do it well.

Too often our leadership has played for small gains, for the crumbs of attention from a languid public because of our lack of careful promotion.

Schoolmen often fear their community when they ought to be leading it. We must spend to earn our community's support—spend time, money, energy in the visual promotion of our schools so that all may know.

*Its plates provide an excellent source of film-strip material if the school desires the usual film record.

We'll give the
unemployed
short refresher
courses...



Girls will
learn new
jobs....



NAMES in the NEWS

Superintendents

Dr. Worth McClure, superintendent of schools at University City, Mo., has been selected to succeed **Sherwood D. Shankland** as executive secretary of the American Association of School Administrators. Mr. Shankland has reached the retirement age. **Dr. Julius E. Warren**, state commissioner of education for Massachusetts and former superintendent of schools at Newton, Mass., has been named to the University City post, succeeding Doctor McClure, and **John J. Desmond Jr.**, superintendent of schools of Chicopee, Mass., has been appointed state superintendent for Massachusetts.



Elwyn L. Miller, superintendent of Edina-Morningside Schools near Minneapolis, has been reelected and offered a five year contract. The district comprises a wealthy suburban district of 10,000 population.

Dr. Roy A. Hinderman, director of instruction and research in the Denver public schools, has been promoted to assistant superintendent in charge of secondary and adult education. He succeeds **John J. Cory** who died December 20 shortly after requesting retirement.

Dr. Maurice S. Hammond of Boonville, N. Y., has been elected superintendent of public schools at Rutland, Vt., to succeed **William W. Fairchild** who will retire in June. Doctor Hammond served as superintendent at Catskill, N. Y., for five years and prior to that post held teaching and supervisory positions in New York State schools. During the war, he served as operations analyst in the Army Air Corps for a year.

Lloyd T. Uecker has resigned as superintendent of schools at Vermillion, S. D. His predecessor, **V. L. Cadwell**, who was granted a leave of absence in September 1942 to enter the armed forces, has returned and will resume his former post.

T. L. Noel, superintendent of schools at Boonville, Mo., has been named president of the Cooper County Missouri Tuberculosis Association.

George Eddie has been reelected superintendent of schools at Morris, Minn.

W. J. Shirley, superintendent of Teton County High School and District No. 1, Choteau, Mont., has been reelected for a one year term. Mr. Shirley holds the distinction of not having missed one hour from his teaching duties because of illness or any other reason during his thirty years of teaching.

G. W. Hanna, now in his forty-seventh year as superintendent of schools at Valley City, N. D., has resigned effective July 1. Under his leadership, the Valley City educational system has grown from one school building with a staff of twelve to four buildings and thirty-five teachers.

James Lewis, superintendent of schools at Dowagiac, Mich., has been elected superintendent of public schools at St. Joseph, Mich., and will assume his new duties July 1. **Charles Canfield**, director of adult education at Dowagiac, has been elected superintendent to succeed Mr. Lewis on July 1.

N. Russell Redman, former acting superintendent of schools at Tupper Lake, N. Y., has been named a supervisor in the business education bureau of the New York State Education Department.

William W. Wright, assistant superintendent of schools in charge of elementary grades in Syracuse, N. Y., and former principal of the City Normal School, has retired after forty-four years' service in education, twenty-five of which were in Syracuse.

Principals

John E. Codwell, for the last three years assistant principal of Phillips-Wheatley High School, Houston, Tex., has been appointed principal of the school, succeeding the late **E. O. Smith**.

T. Frank Shea has retired as principal of Lincoln School, Wakefield, Mass. His retirement ends forty-four years of service in the Wakefield schools.

Donald Cafferty, principal of the high school at Stillwater, Minn., for the last two years, has resigned to enter the insurance business at Stillwater and will leave the school system at the close of the current school year.

Harry E. Tatoian has been appointed principal of Enfield High School,

Thompsonville, Conn. He had served as vice principal for the last eight years and as instructor of mathematics and chemistry. He succeeds **James Frank Hassett** who resigned to become superintendent of schools at Woburn, Mass.

Harold Perry is the new principal of Verdugo Hills High School, Tujunga, Calif.

Leonard Calvert, supervisor of vocational guidance and placement for Davenport High School and the intermediate schools, Davenport, Iowa, has been appointed principal of Sudlow Intermediate School at Davenport. He replaces **Lester E. Keller** who resigned.

Herbert L. Sacket, principal of Olean High School, Olean, N. Y., for twenty-nine years, has retired. His successor is **Ernest H. Hoeldtke** who is returning from military service. Mr. Sacket started his principalship at Olean in 1917 and retired in 1943. He was recalled in 1944 when Mr. Hoeldtke entered the service.

George H. Gloege, principal of Custer County High School, Miles City, Mont., since September 1939, has resigned to become professor of chemistry, physics and mathematics at Eastern Montana State Normal School, Billings, next September. Mr. Gloege, whose resignation is effective July 1, will be succeeded by **Dean Oscar L. Alm** of Custer County Junior College who was elected for a two year term.

Fred U. Ward will retire as headmaster of Taunton High School, Taunton, Mass., on March 29. His retirement will end thirty-nine years of service.

Joseph M. Tewinkel, assistant superintendent of schools and head of the audio-visual department, Spokane, Wash., has been named principal of North Central High School in that city. He will succeed **F. G. Kennedy** who retires on July 1.

David J. Adair, a former lieutenant commander in the U. S. Navy and a veteran of service in the Pacific theater, has been named principal of Dartmouth High School, Dartmouth, Mass. He succeeds **Charles F. Oliver Jr.**, whose resignation ended nine years' service as head of the Dartmouth school.

E. C. Nordquist, principal of the Green Lake School, Green Lake, Wis., has resigned. His successor is **Merlin Ames**.

(Continued on Page 90.)

We Need 13th and 14th Years

THREE FOURTHS of America's 7,000,000 high school pupils do not go on to college. Therefore, upon the shoulders of the secondary school rests a heavy responsibility in the preparation of its pupils for an evolving democracy, a responsibility that is inadequately fulfilled by the 12 grade instructional program.

The secondary curriculum expansion will generally produce a K-6-4-4 instructional organization. The growth of this organization and particularly that of the 11 to 14 grade free public senior high school during this generation may parallel closely the rise of the 12 grade schools during the last half century.

The interest manifested in the expansion of the secondary curriculum in Michigan is representative of similar interests in a growing number of other states. The Michigan Public Education Study Commission in 1944 recommended the addition of the 13th and 14th grades to the traditional 12 grades. A bill to that effect was up for consideration by the Michigan legislature in 1945 but was deferred.

Why We Need More Grades

A number of factors give impetus to the addition of several grades to the traditional high school. One is the probability that a tenth of the young men in the armed services will eventually take advantage of the educational opportunities available through the G.I. Bill of Rights.

Compulsory school attendance is being extended upward and thereby holding youth in school longer. Additional child labor laws will be enacted and existing ones will be better observed so that the age of initial employment will be raised.

Local communities and educational leaders are realizing more than ever their responsibility for educating all their youths and not primarily the small percentage who aspire for college. There is a need for cultural and vocational courses that is not being met by existing institutions.

Between the 12 grade school and the four year college there is a tremendous gap. The junior college has filled a part of that gap and is bound

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to fill more of it, namely, that of semiprofessional education. However, a major and vital part of that chasm will be filled by the 14 grade secondary school administered at the community level.

Not every 12 grade school can hope to be approved as a 14 grade center. Since state aid will supplement local support for secondary education, the state department of public instruction will be authorized to prevent the adoption of the 14 grade curriculum by communities that cannot meet essential requirements. At best, less than one in five of existing accredited high schools could possibly qualify as satisfactory and feasible 14 grade schools. Qualifications will depend on present enrollments in the junior and senior high schools and their probable trends; on potential and probable enrollments in grades 13 and 14; on probable population trends, and in rural areas on ecological forces with respect to neighboring high schools and institutions of higher learning.

The 14 grade school will be strategically located, normally one per county of average size and population density. About half of the 3050 counties in the United States will qualify in this respect. In these counties few youths will reside farther than 30 miles from their 14 grade centers, a majority less than 20 miles, and transportation is practicable.

In general, cities of 10,000 or more population will be 14 grade centers. Where they are too close together, approving agencies will select some and reject others.

On the other hand, some places with less than 2500 inhabitants, because of strategic and ecological location and sparse population densities, will be approved. More than a third of the counties (approximately 1265) do not have population centers large enough to be classed as urban. Two or more such counties need to cooperate in order to obtain approval.

Junior College Locations a Guide

Location and distribution of publicly controlled junior colleges may be used as a rough guide in the planning of 14 grade centers. There are 249 such colleges at present. The larger the city the more likely it is to have a junior college. However, there are 14 places with less than 1000 inhabitants and 21 places with 1000 to 2500 population that have public junior colleges. Fourteen grade centers are no less necessary and it is reasonable to expect them to be no less successful than junior colleges in isolated communities.

The tabulation shown below indicates the distribution of publicly controlled junior colleges by size of place. An estimated distribution of 14 grade centers is also hazarded, assuming an eventual total of 2500 such schools.

The trend toward reorganization of school districts into larger, more effective and efficient taxing and administrative units will accelerate the

Public Junior Colleges in the United States

Size of Place	No. of Places*	With Public Junior College	Probably Qualified as 14 Grade Centers
Under 1,000	12,040	14	100
1,000-2,500	4,335	21	200
2,500-5,000	1,737	33	410
5,000-10,000	1,085	41	800
10,000-25,000	720	59	600
25,000-50,000	222	30	200
50,000-100,000	107	20	100
100,000 and Over	92	31	90
TOTAL	20,338	249	2500

*Incorporated and unincorporated places are combined. Figures are taken from the U. S. Bureau of the Census, 1940, Population 1:25, and Unincorporated Communities, page 1.

adoption of 14 grade curriculums. There is a strong tendency for youths not to continue their schooling beyond that offered by their districts. Probably more than four fifths of all districts in the country are only 8 grade districts. If all districts were 12 grade districts, the proportion who would complete the 12th grade would be much higher than under the 8 grade district organization.

In the trend toward the K-6-4-4 instructional organization, some realignment of courses will take place. In the 9th and 10th grades, pupils will be equipped with a knowledge of the sciences and mathematics relative to their potential occupations while present vocational courses may be deferred to the senior high school.

Almost any occupation requires a wide range of knowledge and skill, more than can be acquired in twelve years. The homemaker, for example, needs practical knowledge of nutrition, child development, child care, human relationships, hygiene, home care of the sick, clothing, home furnishings and home management; she needs a knowledge of methods of growing fruits, vegetables and poultry; of the processes of cooking, can-

ning, freezing and dehydrating foods. The range of knowledge and skills required of the farmer, tradesman, mechanic or artisan is similarly extensive.

Throughout the junior high school, grades 7 to 10, the educational needs of pupils are sufficiently alike to justify a common curriculum for all and the curricular offerings during these years will be practically the same in the rural communities as in the urban areas. This is because the courses will be designed to help the pupil grow in satisfactory relationships in family, school and personal associations; in health and physical fitness; in enjoyable and constructive use of time and money; in proficient use of the tools of communication; in comprehension of economic and political geography and consumer economics; in appreciation of social trends, movements and relationships; in awareness of his cultural heritage, and in competence as a citizen.

Vocational offerings will necessarily be more limited in rural communities than in urban areas by virtue of relatively small enrollments. The proportion of time devoted to vocational preparation will increase

with advancing grades and occupy from one half to two thirds of the pupils' time in the 13th and 14th grades.

Beginning with the 11th grade, curricular offerings will be varied and will be conditioned by the nature of the local environment, economic opportunities and interests and aptitudes of the pupils. The senior high school courses, grades 11 to 14, will be both cultural and vocational. There will be a tendency for some vocational subjects, now given prematurely in the 9th and 10th grades, to be given in the 11th to 14th grades.

Work experiences will be integral parts of the expanding educational program. More than ever before, youth needs to be prepared to live in a world of science and industry by a thorough integration of theory with practice.

The K-6-4-4 curriculum will affect the physical school plant, especially in the larger cities. Vocational courses commonly offered will include radio, auto mechanics, carpentry, mechanical drawing, electricity and blueprint reading, which will frequently be given in work shops detached from the central building. Courses will be of the technical institute type. Buildings will normally be one story structures.

Cultural courses will commonly include business arithmetic, business law, salesmanship, advertising, personnel management, political science and social and economic problems.

The 14 grade schools will be community centers and the school building will serve in a dual community-school capacity. The school's adult education program will offer universal learning opportunities to all citizens. Some rooms will have extensive community uses and will be equipped with ample locker space for adult and evening classes as well as for regular daytime classes.

In the development of the community high school, provision will be made for out-of-school youths and adults. The gymnasium and play areas of the community secondary school will be available for the dual use of pupils and adults. In rural centers the 7 to 10 and 11 to 14 curriculums will probably continue within a single building, while in urban centers still greater plant specialization than already exists will continue.

Only White Woman Captured on U. S. Soil



Acme

The only white woman to be taken prisoner on United States soil during World War II was Mrs. Etta Jones, teacher from the U. S. Office of Indian Affairs on Attu Island, who, together with her late husband, C. Foster Jones, was captured when the Japanese seized that Aleutian outpost in June 1942.

After putting Mr. Jones to death, the invaders took Mrs. Jones to Japan where she was held more than three years.

Shown above, Harold L. Ickes, former Secretary of the Interior, presents Mrs. Jones with a check for \$7374.21 back salary.

Federal Support for Schools

Part II: Why Additional Funds Are Needed by the Public Schools

ARNOLD E. JOYAL

Dean, College of Education, University of Oklahoma

EVIDENTLY constantly increasing expenditures for government are characteristic of modern civilization, an increase in which public education shares. U. S. Office of Education data on the trend of growth of enrollments and expenditures for public schools support this generalization.

Such data indicate that at the end of every decade between 1870 and 1930 the amount of money spent for schools nearly doubled that spent at the beginning of the decade. Costs increased from about \$63,000,000 in 1870 to \$214,000,000 in 1900 and then jumped to \$2,300,000,000 in 1930. The 1930 expenditure was a 3500 per cent increase over that for 1870.

Why Costs Have Grown

The reasons for this constant rise are obvious and are fairly well understood. Increased population, larger school enrollments, more educational opportunities, stronger compulsory attendance laws, increased urbanization, higher costs of living and higher standards of living, the changing value of the dollar and numerous other factors contributed to these increased total expenditures.

Burke¹ in his analysis of this problem points out that, whereas the total amounts spent increased 3500 per cent, expenditures per pupil per day increased only 425 per cent. The rest of the increase is chargeable to such items as longer school year and increased attendance. Incidentally, about half of this 425 per cent increase is due to the higher salaries paid to teachers. About one third results from expanded and improved services and the rest is chargeable to the difference in purchasing power of the dollar.

There is every reason to believe that the costs of government generally will continue to increase. The depression did not change the trend of expenditures for education, although, of course, it did slow down the trend. The war has given it some

acceleration. The postwar period doubtlessly will further accelerate it.

The greatly increased number of births during the war is an assurance that elementary school enrollments will increase soon. Although secondary school enrollments had begun to level off at the outset of the war, the saturation point for secondary school attendance has been reached in only a few communities.

The problem of rehabilitating our citizens will be an expensive operation. The inevitable growth in adult education will further swell costs. The greater professionalization of teaching, with its concomitant higher standard of living for teachers, will demand additional financial support. In fact, every indication points to continued and extensive increases in costs for public schools.

Trend Is Not Fixed

Although these increases in costs of education appear inevitable and certain as to fact, they are not definite as to degree. The trend will depend upon the extent to which school administration is willing and able to adapt school programs to changing conditions and needs. The public schools must assume the responsibility for new needs as they develop.

There will be many new needs. Some of them will be concerned with rehabilitation of our wounded and disabled veterans, with feeding or perhaps even housing school children, with offering new types of education to many groups new to the school. If the public school does not assume the responsibility, some other existing or yet-to-be-created government agency will do it, just as the C.C.C. and the N.Y.A. did it in the 1930's.

This problem of being alert to so *cial* needs may be only incidentally related to school finance. Yet it may be observed that one lesson learned during the depression of the 1930's was that, if the public schools do not rise to their responsibilities, some other agency will do it for them. The federal government stepped into the picture then; it can do it again.

Effort Varies With States

There is agreement among students of school administration that, in general, there are great differences in financial burden, ability and effort among the states; that the poorest states are now making the greatest relative effort to support their schools, and that, if all the states were to make the same relative effort to educate their children, the richest state would spend six to eight times as much money per child as the poorest state.

It is furthermore generally agreed that the only possible solution to this problem of equalizing opportunities, assuming that some reasonable minimum standard of education is desirable, is increased federal aid.

Many persons do not realize, though, that the problem is becoming more and more acute.

Differences between the states are increasing; federal aid is needed more today than ever before, even though it is true that already the states are receiving substantial amounts of federal assistance in one form or another. There are two reasons for this greater need. One is that differences are actually becoming greater; the other is that some of the state aid and state equalization systems, set up ten or twenty years ago, do not operate as well to

¹Burke, A. J.: Defensible Spending for Public Schools, New York, Columbia University Press, 1943, p. 40.

day as they did in the beginning. In this connection² it is interesting

²Edwards, Newton, and Richey, Herman G.: *The Extent of Equalization Secured Through State School Funds*, Advisory Committee on Education, Staff Study No. 6, Washington, D. C., 1938, p. 55.

to note that Edwards and Richey pointed out in one of the studies of the President's Advisory Committee on Education "that state aid in the majority of states is not so distributed as adequately to equalize educational

opportunity." Furthermore, these authors noted that in 1938 in five states the richer counties often received more state aid per child for those whose ages ranged from 7 to 13 years than did the poorer and less able counties.

An increasingly significant consideration is the fact that the states with least financial ability are the ones, generally speaking, with the highest educational burden. Furthermore, it is these states with the largest relative number of children in their populations that are providing the emigration to northern and eastern cities which makes available the needed supply of labor and which offsets the low birth rates in these areas. In other words, South Carolina, Georgia and other southeastern states rear the children; New York, Chicago and Philadelphia attract many of these people as adults.

Inequalities in the South

The southeastern part of the country is an important source of supply for the big cities' population. Why should not the wealth of the big cities help to educate children, many of whom may be their future citizens? And in this connection it should be pointed out that this excess of births in the South is not to be attributed solely to the Negroes. It has been shown conclusively that white and Negro families in the South, in general, are of about the same size. But neither white nor Negro children in southern states are guaranteed the same level of opportunity for education that children have in the North and West.

This inequality of opportunity cannot be permitted to continue to exist because it is a national problem. Today our population is more transient than ever before. The interests of Maryland and South Carolina and California are all one; the South Carolina boy of today may live in Baltimore or Los Angeles five years from today. Therefore, we are going to be forced to spend more money for public education, first, to meet the inevitable increases in cost resulting from the pressure of enrollments, higher costs of living and the newer services which will be demanded of our schools and, second, to equalize educational opportunities among the states. The evidence is conclusive; more money is urgently needed.

Traits of a Good Teacher

ARTHUR C. HEARN

Principal, Coronado High School, Coronado, Calif.

"A SCHOOL is as good as its faculty." This statement, although trite, nevertheless expresses a truth, for, although it is recognized that the nature of the community, pupil personnel, plant facilities and equipment help to determine the effectiveness of a school program, their combined influence is usually small compared to that of the persons who direct the program.

I have tried here to summarize what I believe to be the most important traits principals seek in teachers.

1. Understanding the importance of teaching pupils rather than subjects. This implies recognition of the fact that pupils of varying degrees of aptitude, interest, intelligence and knowledge are found in every class and that, therefore, a cut-and-dried presentation of subject matter will fail to meet the needs of all.

2. Loyalty to the policies of the school and to other members of the staff. There is a time and place for the discussion of school matters and there are acceptable ways of interpreting the school program and policies to laymen.

3. Regard for teaching as an art in which professional services are rendered for the well-being of the entire organization, each teacher contributing in every way possible to the common cause. A concept of teaching as a job requiring a certain number of hours' work per day doing a specific task is incompatible with this philosophy.

4. Good taste in dress and regard for personal appearance. Shabby feathers make shabby birds. Children notice the appearance of teachers far more than is suspected.

5. A constructive attitude and an ability to make suggestions and criticisms regarding the offerings of the school. Chronic fault-finding can accomplish no lasting good. Every

school has many shortcomings and administrators are as anxious to correct them as are teachers.

6. Interest and participation in the life of the community and in the extracurricular life of the school. Pupils spend 75 per cent of each school day in an out-of-class environment. A teacher who is not familiar with such environment cannot effectively instruct pupils.

7. Ability and willingness to arrive at tangible objectives in each class and activity. Ways and means must be provided by which all pupils can evaluate individual and group progress toward these objectives.

8. Realization of the importance of developing desirable citizenship and character traits in pupils. Knowledge in the hands of a poor citizen can be a dangerous thing.

9. The desire and willingness to keep abreast of developments in education generally and in the field of the teacher's individual interests and activities in particular. This implies evaluation as well as knowledge, since true progress in any social science involves a tryout before fundamental change can be effected.

The foregoing standards emphasize personal qualities rather than scholastic attainments. This does not imply that knowledge of subject matter is unimportant. However, most principals agree that teacher-training institutions are doing a good job in preparing their students in this regard. Personnel managers find that most failures in business are the result of personal, rather than technical, shortcomings. This doubtless holds good for teaching. The school whose faculty rates high on the points mentioned is capable of doing an outstanding job in assisting pupils to develop as effective citizens in a democracy.

Chalk Dust

Salute of the Month

BACK in the rural regions where I was raised, the highlight of April was the annual "pound" party given for the local minister and his numerous progeny. Our parents used to plan what they playfully called an "appreciation" for the Reverend and the ticket of admission was one pound of butter, sugar, coffee, cheese or whatever you had too much of at the moment. Even the clothes which sister Mary had outgrown could be pressed into service as an admission fee, for it was a pity to throw them in the ragbag when they could be made over for undernourished little Faith, the minister's daughter.

Probably our modern psychologists would call that pleasant social gesture of ours a "sense of community guilt" but we kids used to love it. We enjoyed the somewhat wan welcome of the minister, the impromptu speeches of the deacons and the unveiling of the various packages. After an evening of happy and innocent fun, we all "fell to" and gorged ourselves until most of the edible contributions had disappeared. The joke was really on the minister's wife because no one ever thought to bring any ice cream and she had to scurry to the corner grocery with Faith's penny bank.

However, the "pound" party served a real purpose. It showed our good will and affection and the donations could always help out on the minister's meager salary.

The Salute of the Month goes to our sister state of South Dakota, which celebrates this April its third annual Teacher Appreciation Week. State officials, civic organizations and the general populace will make merry in appreciation of the teachers of South Dakota.

Brethren, pass the cream.

« « » »

Housecleaning Time

APRIL is the clean-up and paint-up month and the school administrator hidden in his midden of bills, reports, questionnaires, excuses and doodles has his job cut out for him.

As he cowers behind the impressive loving cup presented him by a former chamber of commerce for outstanding community service (the year before he was fired) he should reexamine his curriculum.

Great piles of achievement tests which have achieved nothing at all, charts, graphs and unfinished reports to the board of education; samples of paper towels

and tissues including the latest reports on the social studies; the 1898 volume of "Who's Where in Education," which features Cousin William, the night school director of Tickletown, which is used to impress visitors with the family educational background; the article written with a hope of publication which has already used all the board of education stamps in its melancholy wanderings from and to among publishing offices; the pile of unsold school yearbooks with which last year's graduating class stuck the school; the courses of study which have not yet been guinea-pigged; last year's voluminous correspondence about the position that never materialized—

Away with all this litter which offers little help to the superintendent's main job which, in essence, is growing-up kids.

« « » »

SPRING SONG

*April showers
Bring May flowers,
So goes the rhyme of cheer.
And kiddies, yipping,
Skipping,
Proclaim that spring is here.
April showers
Remind me, too,
The uncaulked roof (non-waterproof)
Needs g-lue.
The playgrounds are a deep morass
And gone the seedling grass,
Alas!
The corridors, so pure hereto,
Are filled with sticky gobbs of goo.
April showers!
May flowers!
My eye!
The janitors acidify
As all their troubles multiply.
Some folks think April showers bring glee,
They're just another drip to me.*

« « » »

PETER SOURPUSS defines an educational conference as a bunch of professors who, as individuals, can do nothing but who meet as a group to decide that nothing can be done.

Frederick J. Moppin

Courses in Family Living

are needed for restoring personal, family and social balance

NOTEWORTHY in recent years has been a new emphasis by school, college and community on individual self-expression, personal and social adequacy, the achievement of satisfying human relationships, education and counseling in marriage and family living.

Lectures, courses and institutes in personal and social relationships, dating and courtship, early marriage adjustments, husband-wife and parent-child relationships have assumed an importance according to the enlightenment of communities and of school and college administrators.

These Things Cause Bewilderment

This trend has been accented by two factors. There have been a phenomenal stepping-up in freedom of activity and frankness of expression between the sexes in adolescence and adulthood, a release of taboos, a development of striking individualism and an urge for self-direction in adolescents, young adults and mature men and women. Accompanying this have come a regrettable relinquishing of parental authority, and bewilderment and frustration as traditional values have given way and new ones have not yet taken their place.

Also, there has been a marked change in the status of women, which has meant for them new drives and revised attitudes toward their "proper destiny," a dispersal of the family unit and a substitution of a distinctly personal for the erstwhile functional basis characterizing the family of the past.

The effect of this cumulative change in the thought and experience of youths and adults has been to create a need, in light of the new emphases, for teaching and leadership which unfortunately have not been forthcoming in quality and quantity adequate to meet the demand. Community trends are ahead

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of the readiness and ability of educational institutions to catch up with them.

Most colleges have failed to offer their students effective instruction in achieving satisfying human relationships to the end that they may better condition their own children; nor have they provided teacher and leadership training sufficient to meet the needs of schools, colleges and community organizations.

Teachers, group leaders and social workers, industrial counselors and personnel workers, ministers, doctors and lawyers are the ones to whom individuals look for guidance in personal and social problems, yet it is the exception, rather than the rule, that these professional persons are themselves well informed or conditioned to offer the desired assistance. Many hopelessly untutored persons, themselves poorly adjusted, are assuming the responsibility for teaching and counseling, knowing themselves to be wholly unequal to rendering effective and honest service.

Valid Function of Education

Individual questing, community consciousness and the impulse by community leaders to "do something about it" are far ahead of any consistent thought and planning by educators for instruction and counseling in this direction. Thus, the offering of courses in such subjects as preparation for marriage and family living and personal and family counseling emerges as a valid function of education.

Most colleges which have been sufficiently alert and informed to sense the need for this kind of educational program have been unable to finance it because of precarious financial con-

ditions incident to the war. It is the war, however, which has critically accentuated the need for development along this line.

"Now that the war is over, what?" Disturbances in personal and family equilibrium must be righted, new and commanding personal and social drives must be recognized, directed and satisfied, and changed situations in families must be met with insight and control if personal adjustments following the war are to lead to happy and successful living.

Times Call for Readjustments

It is clearly our responsibility as educators to facilitate the transition from war to peace and to plan for the future by whatever thought and effort we can direct along these lines. Our servicemen, returned from hating and killing and regimentation, are entering into normal occupations and the easy informality of family life. Some have returned to strange wives and children and have resumed marriages hastily and unwisely entered into; they have returned to families which, in some cases, have been functioning pretty successfully without them.

There is dislocation from war jobs of women who want and should have the right to continue in the work at which they have been successful. The wounded, the mentally ill, the physically and emotionally exhausted are being released to families unprepared for casualties. Many who have come back from war are far ahead of those they left behind in expanded knowledge and outlook, fairer judgment, truer interpretation and religious conviction.

These factors pose a situation which demands serious planning, if personal, family and social equilibrium is to be restored and if progress is to be made toward a more successful, happier and more satisfying life for all.

Liability for School Accidents

NO MATTER how carefully schools are operated, accidents of some kind just do occur. Some accidents can be traced to negligence on the part of someone or some group; in others, no one is at fault. Legal cases within the last year illustrate the range of such occurrences.

On School Grounds. The school grounds and play areas are a fertile source of legal suits for accidents. In Louisiana, parents brought suit against a parish school board for the drowning of their 7 year old boy in a bayou bordering the school grounds. They claimed that the school board was negligent for failing to erect a fence to protect children against this attractive nuisance, thereby permitting to remain unguarded a dangerous allurement to children of such age.

However, the court ruled that the parents had no standing in court, because of the basic rule of governmental immunity for liability in connection with negligence of employees. As an agency of the state, the school board was not liable for injuries resulting from the negligence of its employees, apart from any statute which specifically created such liability.¹

But even where this antiquated, but still generally prevalent, rule of school board nonliability has been abandoned, we must not assume that merely because an accident occurs someone is liable for damages. Two cases in New York show this clearly.

In one case a boy was standing on a school playground when, without warning and without cause, three unknown boys pulled him backward and threw him onto the ground, causing him to fall on a clinker on the surface of the playground. The boy sued the school board, claiming that the playground surface was unsafe.

In a divided opinion, 3 to 2, the

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New York court said that the school board's failure to maintain the playground in a reasonably safe condition was not the cause of the injury, inasmuch as it was directly the result of the unforeseen intervention of the three boys.²

In another case, an allegation that an injury was due to the negligent construction and maintenance of the school yard was unavailing in the absence of proof of negligence.³

On School Buses. In California, a 13 year old pupil was riding in a school bus when he spotted his parents parked in their car along the other side of the road and told this fact to the driver. The driver stopped and asked the parents whether they wanted the boy to ride with them; they did.

The driver stopped on the right side of the road. At the time, no other cars were in sight. The boy trotted to the rear of the bus; two cars appeared, one going in each direction. The parents and the driver shouted warnings; the boy, thinking the warnings related to only one car and unaware of the car coming in the direction opposite that in which the bus was facing, stepped out from behind the bus and was badly injured.

Two regulations of the state board of education were involved: (1) that no stops may be made except at designated stops and (2) that children must cross in front of the bus and, if necessary for their safety, the driver must escort children across the road.

The court ruled that there was no liability. No proof was presented that this was not the designated stop. As to the second rule, it was not the duty of the driver to see that children crossed in front of bus, nor was

there anything to indicate that the boy would violate this rule. It was for the jury to decide whether the driver should have anticipated the boy's passing back of the bus.

Nor was there an absolute duty for the driver to escort the child; this duty applied only if it was necessary for the child's safety. At the time no cars were in sight, a question of fact for the jury to decide. In addition, there was a question of contributory negligence, to be decided by the jury, whether in view of his admission that he heard the warnings, a boy of plaintiff's age and experience should have looked both ways before crossing the road.

A bus driver need exercise only ordinary care and prudence in such instances; it is for the jury to decide whether the driver was negligent and the pupil contributorily negligent. The court held no liability.⁴

In a Tennessee case, an injured pupil sued the bus driver, the county school board and the county. The pupil was waiting at the accustomed place on the shoulder of the road. As the bus approached, the driver swung the door open. But the bus went beyond its accustomed stopping place and the child was hurt by the open door. The insurance policy, required of the driver, covered him and the school board but not the county and applied only up to \$5000 for injuries sustained by one person. The verdict was for \$5000 for the injuries and \$300 for medical expenses.

The court sustained the judgment against the school board and the driver but dismissed it against the county because of the rule of governmental immunity (previously discussed in connection with the Louisiana case). It was proper for the insurance policy to be introduced into evidence as a means of overcoming the school board's plea of governmental immunity to suit. In other words, apart from the insurance

¹Whitfield et al. v. East Baton Rouge Parish Sch. Bd., 23 So. (2) 708 (Ct. Ap., La., 11/15/45).

²May v. B. of E., Mamaroneck, 58 N.Y.S. (2) 127 (N. Y., 10/29/45).

³McKenna v. B. of E., N.Y.C. 269 App. Div. 666, 52 N.Y.S. (2) 852 (1945).

⁴Foster v. Einer et al., 158 Pac. (2) 978 (Dist. Ct., Calif., 5/28/45).

policy, the injured pupil could not recover damages against the school board. This also means, said the court, that recoveries against the school board could not exceed the amount of indemnification it received from the insurance company, or \$5000. Therefore, the judgment against the board was not to exceed \$5000 and would be enforced only against the proceeds from the policy.⁵

The Tennessee case is an example of attempts to escape the harshness and inequity of the rule of governmental immunity through use of a device permitting the school board to be held liable for the amount of liability insurance.

In Vocational Classes. A 19 year old student enrolled in a carpentry class at the New York State Agricultural and Technical Institute. As a training device, the class was engaged in constructing a private residence, the property and materials being made available by the owner while the school supplied the students as workers and the teachers as supervisors. Neither the institute nor the students received compensation.

The boy was on a scaffold from 19 to 21 feet above ground. He slipped from this scaffold, which had no safety or guard rails, and was injured. The court ruled in his favor. By statute the state had waived immunity from liability for negligence of its agents in charitable and other institutions and, therefore, was on an equal footing with private employers in respect of its liability for the negligence of employees. Under the state's labor law, persons employing or directing others to erect buildings were required to furnish scaffolding to protect such persons and to provide safety rails where such scaffolds were 20 feet high. Because of its waiver of immunity, the state was subject to this labor law provision.

It was not material, the court ruled, that the student was not paid because he was subject to the same risks as ordinary carpenters. It was not necessary that there be an employer-employee relationship; anyone rightfully on a scaffold is entitled to protection. The 20 foot provision was no bar here, because the school was under the duty to provide safe scaffolding in view of the student's age and inexperience.

⁵Taylor et al. v. Cobble et al., 187 S.W. (2) 648 (Ct. App., Tenn., 1/5/45).

More "Oomph" in Education

ERIC A. JOHNSTON

President, Chamber of Commerce of the United States

WE NEED to put a little more "oomph" in education. It is a field packed with the dramatic and glamour, too, if you like the word.

I hope, for one thing, that education groups will invite more and more business men, professional men, farmers, labor leaders and housewives to attend your gatherings. Let them criticize if they want to. They'll like you if you do that. It's the first step toward understanding.

Get Writers Interested

Let's see if we can get some fiction writers interested in wrapping some words about plots laid in schools with teachers and school administrators as characters. Let's play along with the men and women who write magazine articles, remembering always that these people, like the novelists, have got to have a story. That means meeting their prying questions with honest answers, refusing to take offense at their occasional jabs and jibes. This means laying the facts right out on the table and holding back nothing.

And let's keep our story simple. Let's tell it in language people understand. I don't know that there is, but if there is any gobble-de-gook in the trade of education, get rid of it. Let's take a little lesson from the comic strips. They count their readers in the umpteen millions. A catch phrase created today by Milton Caniff in Terry and the Pirates or another by Fred Lasswell in Snuffy Smith and Barney Google is tomorrow's pet expression. Meanwhile, the allegedly erudite journals count their readers in small numbers.

Let's not kid ourselves that we can sell the value of a high level of education without getting down to the level of the man in the street. This takes level thinking. Look at the community chest movement. For its charitable and social welfare purposes, it takes in many times over what individual agencies used to get

Part of an address given at the A.A.S.A. conference in Chicago, March 14.

by individual solicitation. Somebody with a good sense of human nature sold the idea that people would be more likely to contribute if they were bothered only once by a solicitor who represented all agencies instead of by fifteen. And it worked.

You can count on the motion picture industry to do its part. I am rather new in that business, but I have been impressed at the tremendous strides in the field of the so-called "educational film." Naturally, one thinks first of all about motion pictures in terms of entertainment. But the motion picture is also a vehicle of communication through which education is inevitably imparted. There will be more and more of this as we go along.

The value of the motion picture to education ought to be magnificent. Alone among all the mediums, it has the power to re-enact and re-create events which otherwise cannot be recaptured. Here, for example, is the story of the French Revolution. In film, you hear it; you see it. There is the story of the Custer massacre. You see the Sioux as clearly as the ill-fated Mark Kellogg saw them; you hear the rattle of musketry, the triumphant shouts of the attacking Indians, and at last you see Comanche, the surviving horse, plunging riderless across the prairies, carrying with him only a story he couldn't tell.

Approach Must Be Practical

I mention the motion picture industry only as an example of the dramatic appeal which must be combined with a practical approach in the solution of this riddle of how to sell education.

To my mind, there is a great story in education, a succession of stories. Education is dramatic. It has everything in it to make it so: struggle, pathos, triumph, competition, good humor and interesting people. Just as business needs more customers, education needs more enthusiasts. For my part, I'll buy it, and what's more I'll bet we can sell the story.



Part of building used by the University of Midway, August 1945.

automobile shop, an auditorium with a capacity of 500 and an office comprised the school plant. In addition to these facilities, the various shops on the base were available for use. The classrooms were fitted up with movie screens and blackout windows and many movies were used in a number of different classes. Charts, maps and globes were available for navigation classes. Charcoal, water colors and oils were on hand for the art classes and the usual mechanical drawing instruments and supplies

Going to School *on* Midway Island

LT. (j.g.) C. E. SALTZER, USNR

Assistant Principal, on leave, Grosse Pointe High School
Grosse Pointe, Mich.

HERE are many types of colleges and universities throughout the world but perhaps one of the most unique was the "University of Midway." This was not a college, in the strictest sense of the word, but it was certainly a place of learning where officers and men alike went to spend their leisure time in studying about things of interest to them.

Some of these studies were strictly of the leisure type, such as sketching and music appreciation, while others were courses in which men learned how to do some job they hoped to use in earning a livelihood after the war. Some of the men were busily engaged in trying to get enough credit for graduation from high school and others were doing a little exploration, trying to find out what this or that subject was all about.

My first job as "dean of Midway" was to get the men interested in the courses, find out what they wished to study and then to procure the teachers for the classes. A great deal of enthusiasm was shown by students and teachers alike. It was considered an honor to teach at the University of Midway and the teachers gave freely of their time.

The educational qualifications of these men varied greatly. One teacher had completed only the eighth grade, while some held Ph.D.'s and M.D.'s from outstanding universities back

home. The average scholastic training for the "professors" was 14½ years, not including special training obtained at various naval schools.

The average time of actual teaching experience was one year. Some of the best teaching was done by men with little formal teacher training. They were greatly interested in their work and unconsciously used what a professional would consider excellent teaching methods.

The classroom and instructional facilities of Midway, though limited, were adequate. There were more instructional aids and materials than are available in many small high schools in the United States. Seven regular classrooms, a combination art and mechanical drawing room, an

were provided for the drawing classes.

For special classes, such as welding, the men did their theory work in the classroom and then went out to the welding shop to put this into practice. In the automobile shop there was an old V-8 truck, salvaged from the junk yard, which the men used in studying engines, transmissions, electrical devices and cooling systems. An L-head motor and a valve-in-head motor were on hand. At times the base garage was used for further instruction.

The surveying classes had regular surveyors' instruments to use in taking levels or laying out a traverse. For the language classes there was an electric phonograph with sets of records to accompany the textbooks studied. A small nursery on the island was used by classes in horticulture and botany. The hospital furnished such things as chemicals and microscopes. There were a laboratory



It was considered an honor to teach at the University of Midway.

for demonstrations for the photography class and a well-equipped hobby shop for instructing men in the woodworking class. Many continued on into the carpenter shop for more advanced work. These facilities and special equipment were in addition to a stock of regular and self-teaching textbooks and other reference books, of which there were some 6000.

The "university's" program was an off-duty activity and the men attended all classes voluntarily. Classes met in the evening between 6:00 and 9:30, usually for an hour and a half, two nights a week. The facilities, incidentally, were used in the daytime for various naval training programs and for men who wished to do special work in their free time.

The students varied in their educational background from some who had completed the third grade to others who had been graduated from college. The average student was a high school graduate. These men sat side by side in some of the classes in their quest for knowledge. The 17 year old lad who was trying to finish high school may have had as his seatmate a man of 40 who had "always wanted to learn about" that particular subject. The total number of men enrolled was well over 1000. There were so many enrollees in some classes that two sections had to be organized to satisfy the demand. Other classes had to be closed for lack of material and space. Classes varied in size from 4 to 40.

A Busy Schedule

The two officers and five enlisted men who administered the "university" were kept busy checking out textbooks, mimeographing materials, assisting men to get in the proper courses. In June 1945 there were 56 classes in operation, over 2000 educational books checked out by the men of Midway and hundreds of men studying U.S.A.F.I. courses which they had obtained through the school.

At the request of any man the "university" would contact his former high school or college for him to find out what he needed for graduation and how he could go about getting it. In answer to these requests for information, the number of high schools willing to grant credit for work completed at the "University of Midway" was surprising.

To Improve Conduct on Buses

ROBERT E. SCOTT

Superintendent, Hennepin County Schools, Minnesota

TO HELP solve the problem of improving conduct on school buses, a plan has been developed in Hennepin County, Minnesota, which is working out satisfactorily.

It consists of the use of school safety patrols, set up in cooperation with the county sheriff, local schools and the Minnesota department of highways. The function of the patrols is to supervise the activities of children on the way to and from school. Schools in which such organizations are functioning have not had an injury during the school year.

There are two kinds of patrols: (1) walking patrols, whose members supervise pupils in crossing roads and walking to and from school; (2) bus patrols, consisting of pupils who ride the buses and assist the driver in maintaining order and who supervise bus loading and unloading.

All school patrol members wear a white web belt and carry stop flags, which are furnished by the American Legion Auxiliary at a cost of 75 cents a flag. They also wear badges on their belts; these are furnished by the A.A.A. in Washington, D. C.

We instruct bus drivers in the traffic rules and the laws of the state and impress upon them their responsibilities to the pupils they are transporting and to the people on the highways. Duties of bus patrol members are described in the state manual of the school safety patrol plan furnished by the State Highway Department as follows.

To supervise the loading of the pupils in an orderly manner, seeing that they enter the bus in single file.

To see that all pupils are on and seated before bus leaves.

To prevent pupils from getting on or off and moving around while bus is moving.

To assist the driver in checking attendance.

To keep aisles free from books, lunch buckets and other objects.

To permit no pupil to tamper with the emergency door or other devices.

To prevent pupils from putting

their hands, arms, heads or bodies out of the window.

To flag the bus across railroad tracks as follows: pupil to take a position so as to have a clear view of the tracks in both directions and remain in this position until bus has crossed; when pupil has made certain that no train is approaching from either direction, he shall signal the driver to cross the tracks by a forward motion of upraised arm; if a train is approaching, the pupil shall face the bus at a safe distance from the tracks and hold up both hands.

Whenever it is necessary for pupils to cross the roadway after alighting from the bus, the patrol member shall lead them to a position in front of the bus and hold them in readiness to cross until traffic permits. The patrol member shall not cross the highway except when first boarding or finally leaving the bus because crossing the highway unnecessarily exposes him to danger.

To call the driver's attention to hangers-on attempting to ride on the outside of the bus.

To know how to apply first-aid measures.

To follow driver's directions and assist him in case of accident or emergency. In case the driver is seriously injured, the patrol member shall follow directions for safeguarding the children.

To assist in maintaining discipline and order and to enforce regulations relating to pupils' conduct.

School bus patrols should be used whenever extracurricular activity groups are being transported from one community to another.

Other measures found useful in improving discipline on school buses are to give responsibility to the bus driver for disciplining children; this may include requiring children to walk who do not cooperate and taking matters of misconduct up with the superintendent or principal. Or a teacher may be required to ride with the bus, in which event provision for this special duty should be included in the teacher's contract.



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Films Fight Delinquency



Life Camps Inc.

Movies can do much to bring new interests to youngsters in underprivileged areas and thus help combat delinquency.

THOSE who study the causes of juvenile delinquency frequently encounter an accusing finger pointed in the direction of commercial movies. Some delinquents have mentioned the movies as the specific source of their inspiration for and information about delinquent acts. For more than a decade a controversy has been going on about the extent to which commercial movies actually do influence delinquent behavior. It is our purpose here to suggest that motion pictures can be used to organize community forces against juvenile crime.

First let us examine a few known facts. We know pretty definitely that delinquency is a form of *learned* behavior. There is no such a thing as a born delinquent. We know, too, that delinquency flourishes in those areas where opportunities to learn the right kinds of behavior are at a minimum and where the home, the church and the school do not operate effectively.

Another known fact is the efficacy of the sound motion picture as a

teaching device. The extent to which this mechanism is used for teaching purposes in schools and industry and was used in the armed forces is one evidence of its demonstrated effectiveness. Now, by putting 2 and 2 together, we can infer that, if the movies depict antisocial behavior and attitudes, the youngsters who sit in front of the screen munching popcorn are learning something, bad as it is.

Furthermore, if the motion picture is an effective teaching device and if socially desirable behavior can be learned, then the movies can be used in the offensive against delinquency. There are at least two ways in which the schools can enlist the aid of movies in helping youngsters make a wholesome adjustment to society.

The first of these is by helping parents, community leaders and other adults to recognize their opportunities and responsibilities.

There are few adults, especially parents, who want youngsters to get into trouble. Indeed, most adults would do almost anything in their

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power to prevent it. But the trouble is that most adults don't know what to do about delinquency. Given the proper leadership, adults can organize the resources of a community in such a way as to reduce delinquent behavior noticeably. This has been demonstrated in many different localities and with many different racial and nationality groups.

Since dealing with delinquency is largely a matter of motivation and education on a community scale, why not use the movies to help do the job? The schools have the auditoriums and the projection equipment and are in a strategic position to take the leadership. Here is one way to go about it.

Appoint a committee of teachers and community leaders whose responsibility it will be to organize a series of meetings for parents, youth leaders and other adults interested in the problem. Select and obtain films such as the March of Time release on delinquency; the extracts from "The Devil Is a Sissy," which are available from most university libraries; "The City," which shows some of the conditions leading up to delinquency. Show the films and discuss them in terms of specific community conditions which can be dealt with.

Follow these discussions with other films depicting programs which provide wholesome activities for youth. Films prepared by the Boy Scouts of America, such as "The Scout Trail to Citizenship," the new cub scout films, March of Time's "Youth in Camps" and others are suitable for this purpose. Form committees to carry out suggestions which grow out of the film showings and discussion.

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Boy Scouts of America

The Boy Scouts of America have films which help train leaders in the techniques of leading scout groups. Youths in the illustration above are pictured learning how to govern themselves.

The Boy Scouts of America offers an illustration of how a movement can utilize sound motion pictures to increase community interest and train leaders. The national council of the boy scouts is engaged in an extensive program of film production and utilization. Films are now available to local councils which show prospective sponsoring institutions the whole scout program, from cub scouting for 9 year olds to senior scouting for boys up to 18. Films are available, too, which help train leaders in the techniques of leading scout groups. These films aid local professional workers to extend scouting into less privileged areas and help train leaders to operate the program.

Other agencies, too, are either planning or actually producing films that will be useful to the school in organizing community forces to deal with delinquency.

The second way in which the schools can help combat juvenile delinquency through the use of films is by bringing to youngsters in underprivileged areas interesting and constructive films which otherwise would not come to them. There are literally hundreds of documentary, travel, industrial, sports and other films which can be had for little or nothing and will enable youths to use their leisure constructively.

Frequently, delinquency is the result of boredom growing out of a lack of knowledge of facilities which provide wholesome activities. A gang of youngsters with time on its hands

will find something exciting to do and if there is nothing worth while at hand it finds something else. Movies can do a great deal to intro-

duce to these youths hobbies, games and interesting places to go. Many states have films showing parks and other facilities available to the public. Any number of films on nature lore are available and most of the popular sports have been filmed.

The selection, ordering and showing of films of the types described are all things that high school pupils can do by themselves. Once or twice a week showings of this kind could open up a whole new world of possibilities to the youngsters of a neighborhood.

The schools have made real progress in adapting motion pictures and other visual aids to classroom teaching but relatively little has been done to adapt this effective medium to other tasks. It is not entirely inconceivable that the future will see local public libraries of films, just as most communities now have free book libraries. The schools should take the initiative in using movies to solve community problems.

Glossary of Audio-Visual Terms

Following are terms employed in using classroom films, prepared by Encyclopaedia Britannica Films Inc.

Narration: see Voice Over.

Oscillograph: a testing device to check the frequency of vibration and, hence, the capability of an amplifier in handling various frequencies.

Polarity: the direction in which electric current flows. D.C. projectors must receive current in the right direction. Wrong polarity can be corrected by withdrawing and reversing position of the plug.

Reel (spool): a spool on which film is wound and capable of being put onto a projector. Can be for any film capacity whatever.

Reel (of film): a unit of film length (400 feet of 16 mm. film). 1, 2, 3, 4 or any fractional number of reels can be wound on a reel (spool).

Release: a generic term for films intended for general distribution or exhibition.

Rewind (noun): a cranking device for winding film on a reel (spool).

Rewind (verb): to wind a film after it comes off the projector onto another reel so that the title is at the outside (loose end) and the film is ready for reshowing.

Sound Track: the portion of the film (edge) on which the sound is re-

corded. It may be of varying degrees of density or of varying areas of clear stock with black borders.

Splice (noun): the place where two strips of film overlap and are cemented together.

Splice (verb): to make a splice of two strips of film.

Sprocket: the toothed wheels on the projector which engage the film and guide or pull it through the machine.

Sprocket Holes: the holes along the edge of film that are engaged by the sprocket wheels of the projector. Silent films have them on each edge. Sound films on one edge only.

Stroboscope: a Neon lamp and rotating disk testing device to check the speed of projectors.

Stock: film; consists of the base and an emulsion of gelatin and silver.

Trick: any method used to end one scene and begin another. Also any method of having more than one scene in the frame at the same time.

Wipe: the place in a film where one scene moves out of the frame and another in.

Voice Over: any sound where the words are not synchronized with the lip movements of the actors in the film.

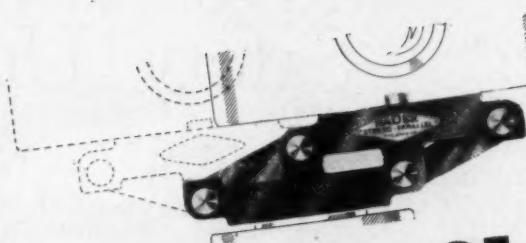
Voice Sync: any sound where the words are synchronized with lip movements.

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Safety Underfoot Pays

FRED F. BISEL

THE importance of the problems confronting the safety engineer in the school field has not been given proper recognition. Safety is a specialized job requiring special training. The safety engineer is capable of producing economical results that cannot be duplicated by the ordinary run of school administrators who may not possess essential experience in safety. Those not properly equipped for this type of work may overlook many important points of safety. Because of such negligence accidents that might have been avoided occur and may result in large expense.

Insurance Inspections Helpful

Schools should be grateful to the safety inspectors of various insurance companies who make periodic inspections for the mutual benefit of the insurance companies and the institution. Their method of procedure has been helpful.

Remedial measures following the proper study of injuries resulting from kitchen hazards, window washing, automobile driving, falls from stagings and working platforms, misuse of tools and machinery, accidents in swimming pools, laboratories, pantries, dining rooms, cafeterias, lobbies, corridors, offices, washrooms, laundries, engine rooms and garages have paid dividends.

Engine room areas, such as floors in general, floors around machinery, steel stair treads and platforms or ramps, demand particular study to remove slippery conditions that are the result of an accumulation of foreign matter or other causes.

Maintenance crews obliged to perform heavy work should be protected so that they can work without undue strain, thus preventing hernias and heart attacks. Disability compensation, which is the result of such negligence, is expensive.

Frequently we hear alibis advanced. The institution cannot afford the money for a proper safety

Post Safety Director, Army Service Forces
Army Medical Center, Washington, D. C.

program. This alibi has been outmoded. A little investigation will prove that such hazards as slippery conditions of floors can be eliminated on an economical basis.

Another alibi frequently offered is that of inefficient help. By installing proper safety policies, work on floor maintenance can be eased and from the savings realized pensions can be provided for the aged or for those incapable of performing the duties necessary for this work.

The crux of the matter is that all work must be accomplished regardless of the efficiency of the help. Consequently, the same help properly supervised with the same effort can accomplish more in relation to safety underfoot and to the work that has to be done. Floors have to be maintained and they can be maintained in a safe condition with less effort under correct supervision.

When it is claimed that available help must be used, it should be kept in mind that, even using the available help, satisfactory results can be obtained. This has been proved time and again in a number of institutions in which a safety program has been formulated by those who know how. Of course, these benefits can result only when the experts have authority from the powers that be to proceed with their program and have it executed according to their instructions.

It is difficult to cite concrete cases because statistics or data are difficult to obtain, but where such information has been available it is surprising to note results. One institution having a large area of asphalt tile floors which had become very slippery from waxing, causing a high accident rate, decided that no more waxing would be done in order to eliminate the dangerous slip hazard. At this point the floors began to

deteriorate rapidly for the want of proper protection. At a cost of approximately \$3500 the flooring was covered with rubber linked matting, but the chemical reaction of the matting penetrated the asphalt tile causing stains. By constantly washing the floors, deterioration brought about a washboard effect. Eventually, the true coloring and beauty of the floor disappeared.

Following consultation with experts a program of safety underfoot was adopted.

First Corrective Operation

The first corrective operation was to remove all the foreign matter which had accumulated on the asphalt tile floor by a thorough scrubbing job with a proper cleansing agent, at the same time removing the deteriorated area of the floor.

Previous to accepting the procedure of maintenance, it had been decided to replace this floor at a considerable expense. After the floor had been properly cleaned, it was then treated with five coats of non-slip polish, the five coats being found necessary because of the dryness and porosity which caused it to become very brittle and which had to be remedied.

After the initial work had been accomplished, it was found that not only the necessity of purchasing new floors had been eliminated but that the original maintenance cost had been reduced about 75 per cent.

In another institution, large areas of rubber flooring and linoleum flooring had been constantly waxed, the operation being to strip these floors of their wax every two to three weeks with a solution that was constantly injuring the surface of the flooring and then the floors were re-waxed.

By this continuous procedure, the floors bled so badly that it was decided the only remedy was to tear them up entirely and replace them. Whereupon the following pro-

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cedure was recommended: first, all the flooring was thoroughly scrubbed with a chemical solution which entirely removed the deteriorated surface of the flooring to a depth of 1/32 inch where a solid foundation was reached. When the flooring no longer bled and the surface was made perfectly smooth, nonslip floor polishes were easily applied.

This program was installed approximately seven years ago and since that time these floors have never been stripped of their nonslip polishes and periodically, perhaps,

every two to three months, they are damp-mopped with a solution of the nonslip floor polish and water, which effects a complete refinishing job. The daily operation consists of sweeping with a dry push broom on which is wrapped a damp cheesecloth. Today these floors are as good as new.

It is not uncommon upon inspection to find many rigid floors, such as terrazzo, cement, marble, travertine, hard tile and other inflexible floor substances, well on their way to ruin because of the persistent use of

the wrong kind of maintenance materials. In some cases when the solution used is mixed with water, it settles into the pores of the flooring after mopping and only the water evaporates, leaving crystals to form in the pores. With each cleaning, the process is repeated and the crystals solidify again and again.

The U. S. Bureau of Standards has reported that the pressure exerted by these crystals is actually seven times as great as the freezing of ice. Therefore, flooring under such conditions actually crumbles, cracks and powders away from an action that is equivalent to chemical freezing. This is the reason why so many rigid floors become rougher and harder to take care of as the years roll by. The only excuse for using such materials is because they are cheap. At this point it is timely to state that the use of soap is not advisable for several reasons.

Resilient floor coverings, such as linoleums, rubber tile, mastic, asphalt tile and the like, have to be treated with a great deal of respect as they will not stand too much abuse. By the use of proper nonslip floor polishes there is no necessity of ever having them deteriorate and they can be maintained in a nonslip manner with excellent appearance and little cost for upkeep.

However, resilient floors, if properly taken care of, should last the lifetime of the building itself, if such seems necessary. Therefore, it is incumbent upon everyone connected with schools and other institutions to have such matters taken care of efficiently and economically. If the person in charge is not capable, the safety engineer should take over. Let us reiterate: proper nonslip maintenance pays big dividends.

BETTER PLANT PRACTICES

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Here is a tip fresh from the laboratory of a lighting engineer on how to get the best service from fluorescent lamps. Don't switch these lights on and off any more frequently than necessary, he urges. The reason is that whenever the tubes are turned on electrons "nibble" away at the electrodes until the light-producing arc is struck. Sooner or later the electrodes will be eaten away entirely and the tube will not light.

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Store window exhibit, "Breakfast of Champions—Five Star Breakfast for All Star Students." Wax models of foods making up the adequate breakfast, together with large photographs of two of the outstanding pupils from the high school at Flushing, N. Y., were exhibited.

WAR-TIME conditions have upset eating habits throughout the country and this is particularly true of breakfast. Representatives of the Corona-Flushing Health Center of the New York City health department decided to see what could be done to improve the eating habits of pupils in a high school in their district. The Sears Roebuck store in Flushing, N. Y., offered a large window space for an exhibit and since Flushing High School is only one block away, this school was chosen for carrying out a nutrition project.

John V. Walsh, principal, showed an interest in the venture and expressed his willingness to cooperate. He agreed that poor breakfast habits among teen-age boys and girls was a matter that needed attention. The theme of the store window exhibit was decided upon as "Breakfast of

Champions, Five Star Breakfast for All Star Students" and an educational project was outlined around this theme.

In attaining the objective of the project, it was recognized that success could be achieved only by stimulating pupil and faculty interest and participation.

A preliminary survey of breakfast habits was made as a basis for a later evaluation of the educational efforts. Questionnaires were given to 1500 pupils. An analysis of their replies revealed the following.

Of the number surveyed, 261 (17 per cent) ate no breakfast. Of these, 147 (56 per cent) gave as their excuse "not hungry"; 183 (70 per cent) did not have enough time for breakfast and 15 (0.06 per cent) were afraid of gaining weight. Of the remaining 1239 (83 per cent) who ate breakfast, 741 (49 per cent) ate fruit,

Breakfast Habits Can Be Improved

IVA B. BENNETT and JULIAN SWARTZ

Nutritionist and Health Education Assistant, Respectively
New York City Department of Health

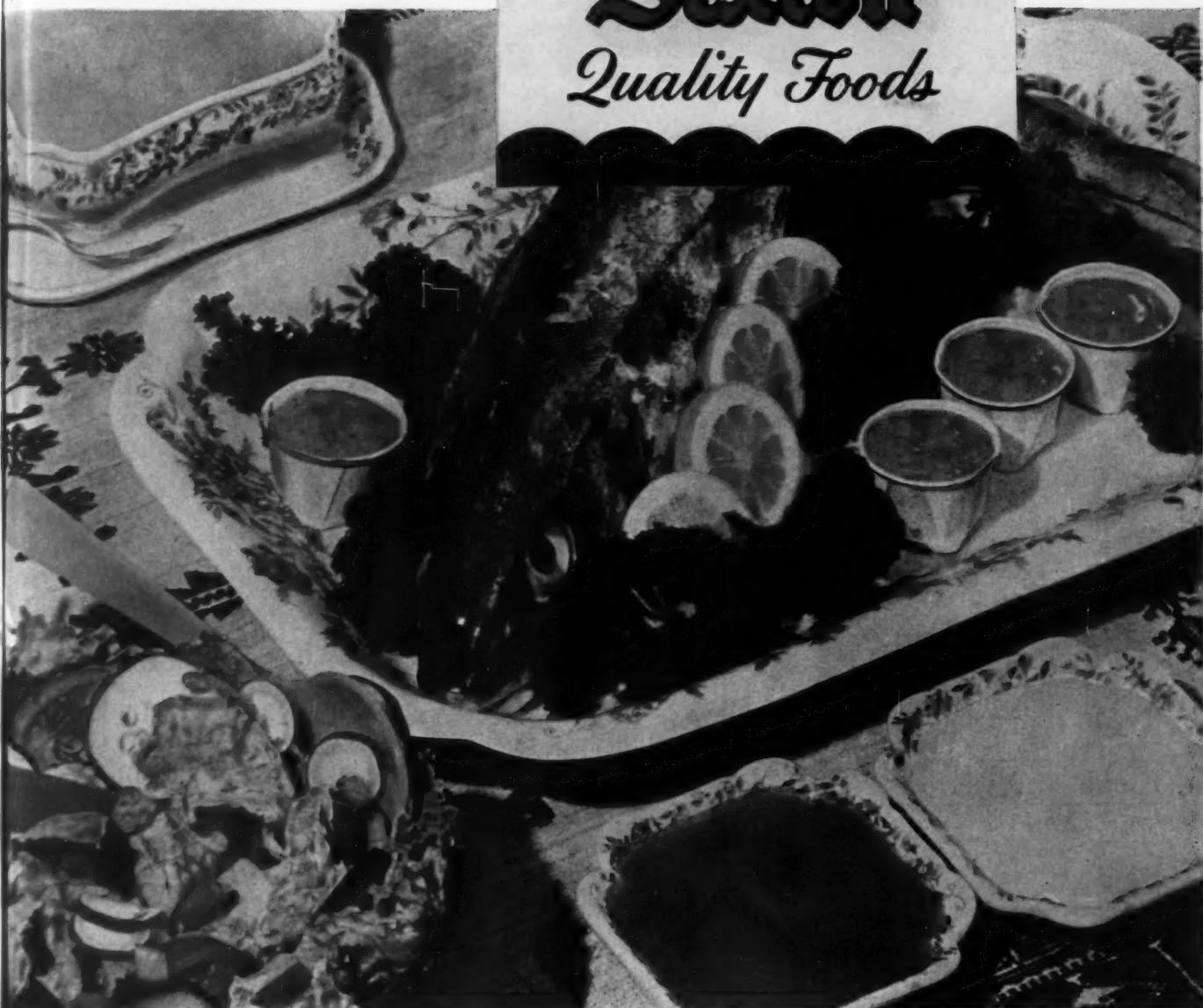
594 (39 per cent) ate eggs, 555 (37 per cent) ate cereal, 1134 (75 per cent) ate toast, 696 (46 per cent) drank milk. The survey also revealed that 483 (32 per cent) drank coffee and 273 (18 per cent) ate cake.

For the store window exhibit, life-sized photographs of two popular school personalities were used for the background. Smaller photographs of groups and clubs, including approximately 40 pupils, were placed in advantageous spots. In front of each of the large photographs were colorful wax models of the foods included in the five star breakfast, namely, fruit, whole-grain cereal, egg, whole-wheat bread or toast and milk. This meal was shown as the adequate breakfast for the high school girl and boy.

Pupils Questioned on Breakfast

Before the two pupils were selected for the window display and six weeks before the exhibit was set up, they were questioned by the nutritionist about their breakfast habits. Robert habitually ate good breakfasts which met the five star breakfast requirements. Evelyn, however, did not measure up. She usually had coffee and cake and sometimes fruit. When Evelyn was shown the list of recommended foods and was asked if she was willing to change her habits, she replied, "Sure, I can do it and will my mother be glad!" She added, "It will be hard to get used to eating an egg but I will." She proved her ability to change her breakfast habits.

Sexton Quality Foods



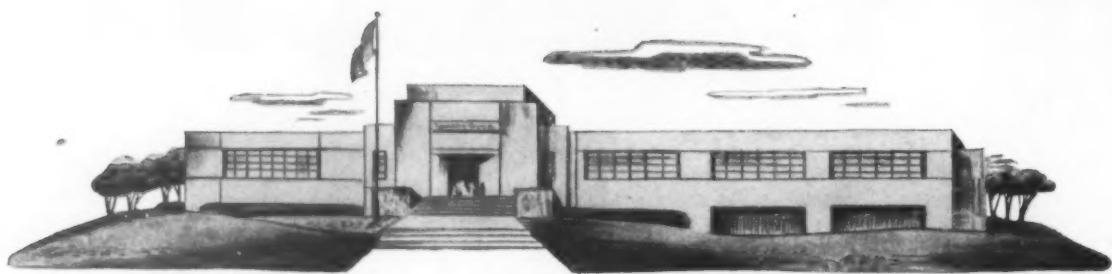
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school builders

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From the start, the school assisted in the plans and preparation of the exhibit. Health education teachers selected pupils to appear in the various sports pictures. A group of excellent ice skaters was photographed at the skating rink at Flushing Meadow Park. Another picture of some of the star swimmers was taken at the Y.M.C.A. pool.

The head of the art department selected three pupils who were skilled in lettering. These boys made the signs for the exhibit under the supervision of the staff artist of the bureau of health education of the health department.

Results of the breakfast survey and plans for the educational activities were discussed at a parent-teacher meeting and a nutrition movie, "A Guide to Good Eating," was shown. Parents were urged to cooperate in every way possible.

Teachers' Aid Is Sought

The principal arranged for a part of the first faculty meeting of the term to be devoted to the discussion of this project. He stimulated interest immediately when he quoted an extract about breakfast from *Newsweek*. The nutritionist presented findings of the breakfast survey, described the exhibit and suggested activities which might be developed in the classroom.

After this meeting, teachers from four departments asked for assistance. The assembly chairman set aside four dates on the semester calendar for nutrition programs. The biology teacher asked for a basic 7 chart and other materials for classroom use. The art teacher wanted slogans for use in sign making. The drama teacher requested material which might stimulate interest in radio script writing.

All this enthusiasm was gratifying. Speakers were scheduled for the assembly dates. Several short radio scripts and three four-minute records of broadcasts called "The Voice of Authority" prepared by the War Food Administration were delivered to the drama teacher. Reference material on the foods suggested in the five star breakfast and several nutrition reference books were also lent her.

The basic 7 chart and several other posters were given to the biology teacher. Reference material on the nutrients and charts on calories and

vitamins were included. The pamphlets "When You Are in Your Teens" of the Metropolitan Life Insurance Company; "The National War-Time Nutrition Guide" of the U.S.D.A., and the radio series prepared by the New York City Food and Nutrition Program were distributed in the biology and art classes. Nutrition slogans were sent to the art teacher.

About this time, it was learned that a Good Breakfast Week would be carried on throughout the entire city school system. Therefore, the next two activities were especially planned to take place during this particular week.

An exhibit was placed in the lobby of the school. It included a bar chart which showed the nutrition supplied by breakfast in relation to the total day's need of high school pupils. Manning this exhibit each morning were two girls who asked their fellow pupils as they came in, "Did you have a good breakfast today?" They also distributed the leaflet "Good Breakfast Week," which was prepared by the Metropolitan Life Insurance Company.

In cooperation with the health department personnel, the Hi-Y and general organization clubs of the school planned a breakfast party for Friday morning of Good Breakfast Week in the Y.M.C.A. building across the street from the school. Tickets sold for 25 cents and disappeared like hot cakes.

At 7:30 in the morning, 200 boys and girls enthusiastically trooped into the building and found seats at the long tables which were decorated in red, white and blue.

Pupils Conduct Affair

Pupil leaders conducted the whole affair. The saying of grace by the Hi-Y adviser was followed by the singing of The Star-Spangled Banner. The five star breakfast was served; it included tall glasses of grapefruit juice, large bowls of whole-grain cereal and milk, whole-grain toast, soft boiled eggs (two for boys and one for girls). Each pupil also had a glass of milk. As the party progressed, the chairman called on the principal for a speech. Two of the boys made a plea for a better breakfast for everyone.

At five minutes before 8, the principal left and the boys and girls, after singing their school song, filed

out waving their banners. Excitement ran high but all pupils were in their classes on time. The "Y" dietitian measured the success of the party when she reported that every scrap of food was gone. In the next issue of the school paper, the party was given a front page write-up with pictures.

At the first assembly program, Shirley Wolff, lecturer, author and broadcaster, presented the breakfast subject with a glamorous teen-age appeal. She told of her Hollywood experiences and her contacts with movie personalities. Interest was evident when she said that stars like Walter Pidgeon, Van Johnson, Bette Davis and Esther Williams habitually eat good breakfasts.

Asked to Name Dish

She discussed the value of each item on the five star breakfast menu. A cereal concoction was then mixed, using five different kinds of ready-to-serve whole-grain cereals, and served with milk, cream, sugar. She called for six pupils to sample the dish and select a name for it. Twenty pupils rushed to the platform. All took second helpings. Boxes of cereal were given as prizes to those with the best suggestions. The same speaker appeared on two similar assembly programs later in the month.

Ida Jean Kain, syndicate writer and author, gave the fourth assembly talk, using a different technic, but making a popular appeal to the pupils.

The drama club of Flushing High School surprised even its own members by producing three excellent radio scripts. Two committees worked after school under the direction of the drama teacher in preparing this material. The skits were presented over the local radio station WWRL each Wednesday for three successive weeks.

Five months after the first survey was made, a second one, in the form of a detailed questionnaire, was given to all classes. In preparing the questions, help was obtained from students in public opinion classes from Columbia University.

A total of 1812 pupils completed the questionnaire and the analysis revealed encouraging results in habit changes. One hundred thirty-four pupils (7 per cent of the total number) stated that they had started eating breakfast since the project had

developed. Other interesting facts were also revealed.

154 (8 per cent) stated, "I prepare more breakfast for myself now."

130 (7 per cent) stated, "The assembly program on breakfasts started me."

109 (6 per cent) stated, "My mother prepares better ones now and makes me eat them."

102 (5 per cent) stated, "The exhibit in the store window and in the school made me think of my own habits."

45 (2 per cent) stated, "Some of my friends told me how important it is to eat breakfast."

Based on the same total figure, percentages shown by pupils who took part in special activities and in the classes where the subject was emphasized were as follows.

77 (4 per cent) stated, "I learned in science class the importance of eating three meals a day."

53 (3 per cent) stated, "The breakfast party started me."

11 (1 per cent) stated, "The radio scripts written by the drama club gave me the idea."

Even these small figures are statistically significant when one con-

siders the number of pupils involved in the activity. In comparing these items with the total school registration of boys and girls, it was found that more boys than girls had checked the items which had influenced them in changing their eating habits, in spite of the fact that the registration for girls was at least one third higher than that which was recorded for boys.

One factor which helped to make this educational venture a success was the splendid cooperation received from the press. As the various activities took place, the health department prepared releases which were sent to city desk and food editors of all metropolitan papers. In several instances, photographers were sent to cover the event. At least 12 papers carried articles at different times. The project became a citywide topic of conversation.

In the words of the principal: "It has been a most worthwhile project; these may be the very things our pupils will remember most often when they leave school. We need more such programs to lighten the regular routine of school life."

It is an excellent illustration of the

way in which two city agencies, namely, the department of health and the board of education, can cooperate in a worth-while nutrition education venture.

FOOD FOR THOUGHT

Nutrition Unit for Grades

Nutrition, as it should be covered in the fourth, fifth and sixth grades, including aids for the teacher and activities for the pupil and lists of reference materials and visual education aids, is described in a booklet prepared by the state nutrition committee of the state defense council of the New Jersey department of public instruction, published by the New Jersey Tuberculosis League, 15 East Kinney Street, Newark 2.

Entitled "A Source Unit on Nutrition for Schools in New Jersey," this booklet may be used to develop a unit of study for the regular health classes or it may be integrated with other studies that have a bearing on personal or community health. While addressed particularly to administrators and teachers in the schools of New Jersey, the bulletin will benefit others also.

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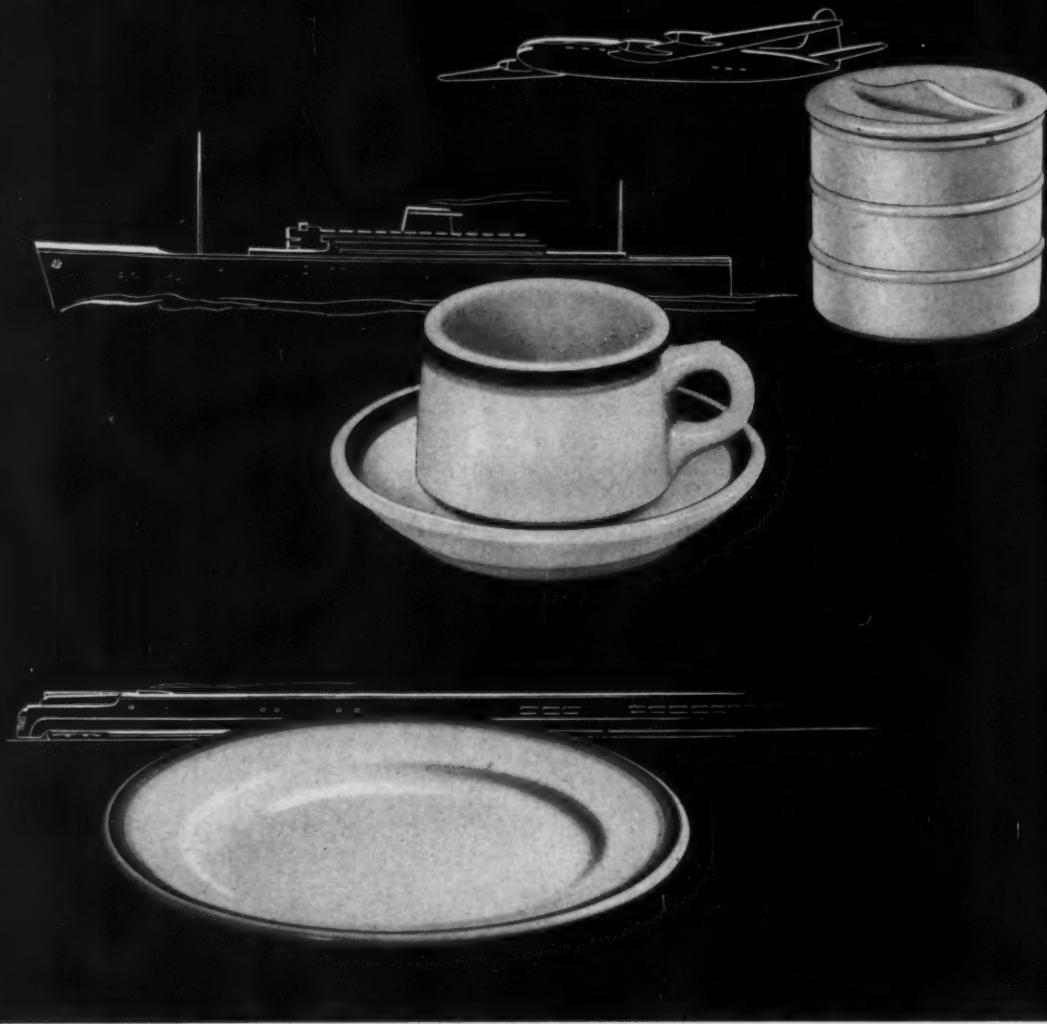
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WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

New Federal Aid Bill

A new federal aid to education bill authorizing \$300,000,000 yearly for equalizing educational opportunities was introduced March 6 by Representative Pace. Control of the schools by states and local school systems is carefully safeguarded by the proposed legislation. Funds would be made available to all states for aiding public elementary and public secondary schools.

Apportionment of funds is worked out on a basis of the number of children from 5 to 17 years of age in each state and on annual income payments for each state. No state shall be apportioned less than \$3 per child between the ages given. The distribution of funds within a state would be determined by state authority.

The bill provides that in states where separate public schools are maintained for separate races, a just apportionment of funds be made to schools maintained for minority races.

It is expected that S. 181-H.R. 1296 (Thomas-Hill-Ramspeck), federal aid to education measure, will be reviewed shortly, in new form with amendments.

News on Surplus Food Commodities

Surplus food and agricultural commodities may now be purchased at a 40 per cent discount from "fair value" by eligible nonprofit and educational institutions, according to an announcement of the War Assets Corporation (S.P.A.) March 6.

Up to now, such commodities were not included in the discount program. Educational institutions will route their requests to purchase through their state educational agency for surplus property. They must certify "need or use" before they can obtain surpluses.

A recent F.S.A. memorandum advises that there will be a limited variety of surplus food and commodities available through the Department of Agriculture. For products processed from commodities on which there is a price-support program, the 40 per cent discount will be allowed except where the sale at the proposed price will usually disrupt the program involved.

Surplus farm products which are basic and have not yet been processed, such as wheat, corn, cotton and fresh vegetables, may not be sold for any discount which would bring their prices (1) below the prices of commodities sold by the Commodity Credit Corporation or (2) below current prevailing market prices, whichever may be higher, in accordance with legal requirements.

School Lunch Bill

The Senate on February 26 passed and sent back to the House the school lunch bill with a \$100,000,000 appropriation, which is double the amount the House had authorized. The Senate had put back in the bill the \$15,000,000 authorized to the U. S. Office of Education for facilities and nutrition education which the House had refused by eliminating Title II. The bill is being worked over by conferees from both Houses for adjustment of differences.

The Senate substituted S. 962 (Russell-Ellender-Flannagan) for the House-passed measure. S. 962 is a two-title bill which would promote the health and well-being of the nation's children through aid in establishing and maintaining lunch and nutrition education programs in schools. It would also stabilize and broaden farm markets through encouraging the domestic consumption of all types of nutritious food commodities. Both titles provide that most, if not all, of the federal funds apportioned to each state shall be administered by the state educational agency.

The Senate version of the bill would provide that the government match state contributions through the fiscal years 1947-1950; that through the fiscal years 1951-1955, the federal contribution be \$1 for the states' \$1.50, and thereafter \$1 from the federal government for the states' \$3. The House bill was less generous in this respect and the acceleration in the states' matching of funds more rapid.

The Secretary of Agriculture would administer the lunch funds. The U. S. Commissioner of Education would make grants under Title II (\$15,000,000 a year authorized) to enable state educational agencies to establish, maintain, operate and expand school lunch programs; provide nutrition education; provide and train technical and supervisory personnel, and provide equipment and facilities.

Both Senate and House versions bar aid to schools or states discriminating in the use of the funds against children on the basis of race, creed or color.

International Student Exchange

Hearings were held February 25 on Senator Fulbright's bill S. 1636, which would dispose of surplus property abroad in such a way as to create an educational fund which would bring foreign students here and send American students abroad.

William I. Nichols, former Rhodes scholar and now editor of *This Week*, testifying for the bill, proposed conversion of these surplus supplies into "cultural currency." He proposed that some of them might be disposed of, where practical, for cash or goods wanted in the United States. But for the major part of the payment, this country would ask the receiving nation to establish an "endowment fund" dedicated to building better understanding between the two countries.

When conditions are normal again, the fund would provide for exchange visits between the two countries of teachers, students, journalists, labor leaders, farmers, musicians and so on. The expense would be borne by the country receiving our surplus goods.

Universal Military Training Hearings

The final week of hearings on universal military training before the House military affairs committee was followed by hearings February 27 and 28 on Representative Martin's resolution of last July to defer action on such a measure pending efforts to ban it internationally.

Senator Capper, testifying in behalf of the resolution, urged legislation seeking an international ban on peace-time conscription.

Joining him before the hearings were representatives of two educational groups, William G. Carr of the N.E.A. and the Rev. Edward V. Stanford speaking for the National Catholic Educational Association.

Opposing universal military training were Chancellor Robert M. Hutchins, University of Chicago; Philip La Follette, former governor of Wisconsin; representatives of the Federal Council of Churches of Christ in America; the National Farmers' Union, the C.I.O. United Automobile Workers and the National Association for the Advancement of Colored People.

In the meantime, Representative May, chairman of the House military affairs committee, has introduced a bill which would extend the draft law for six months.

The measure will exempt all youths under 21 and all married men and will permit youths between 18 and 21 to finish their education.

The lowered physical standards for induction under Selective Service were recently announced by the Army. Selective Service was asked to start forwarding immediately men previously found not qualified for military service if they now meet the revised standards. Age limits for induction still remain 18 to 25 years.

The Selective Service and Training Act must be extended by congressional action prior to May 15 if it is not to expire. President Truman told his news con-

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ference March 8 that he would ask extension of the draft act which expires in May. He indicated that he has gone as far as he intends in urging universal military training for youth in peace time.

Senator Langer has meanwhile introduced a bill, S. 1892, to declare the termination of the war for the purposes of war legislation.

Certain Price Ceilings Removed

Removal of price ceilings from musical instruments, both new and used (except radios and phonographs), rental rates for bicycles, a number of personal and house-

hold items and sporting goods and clothing useful for games and certain sports was announced by O.P.A. March 6. Controls will be reestablished, it warns, if there are unwarranted price increases on these items.

Also exempted from price control are kitchen items costing less than 30 cents; portable household and picnic-type ice chests; electric light bulbs, and vitrified and semivitrified china for institutional or commercial use. Sporting goods exempted include baseball and football outfits, except shoes; field hockey outfits, except shoes; ice hockey outfits, including shoes that are sold with ice skates.

Hearings on Social Security

Hearings began before the House ways and means committee February 27 on proposals to amend the Social Security Act. Testimony is being received on old-age and survivors' insurance, public assistance and unemployment compensation.

Coverage for 21,000,000 additional persons under the Social Security Act has been proposed. Some 80 bills are pending before this committee on programs of old-age and survivors' insurance, unemployment compensation, old-age assistance, aid to dependent children and aid to the blind.

Science Talent Search Awards

The two top Westinghouse Electric Corporation's scholarships, providing \$2400 for four years, went on March 5 to 17-year-old Marilyn Rohrer, Elizabethtown, Pa., and 16-year-old Jules Alfred Kernen of St. Louis in the fifth annual science talent search. Eight other young scientists won four year scholarships worth \$400 each and 30 received one year scholarships of \$100 each.

For five days 40 of the nation's outstanding teen-age scientists chosen from among 16,000 boys and girls were in Washington competing for the \$11,000 in scholarships.

They were addressed by Dr. Lise Meitner of atom bomb research fame; Dr. Bart J. Bok of Harvard; Dr. Edward U. Condon, director of the Bureau of Standards, and others.

Science Foundation Bill Revised

A revised bill, S. 1850, was introduced by Senator Kilgore February 21 to establish a National Science Foundation. Sponsoring the new bill were also Senators Magnuson, Johnson, Pepper, Fulbright, Saltonstall, Thomas and Ferguson. S. 1850 is a reconciliation of differences in earlier bills introduced by these legislators.

It has been reported favorably by the Senate subcommittee and is now back for consideration by the Senate military affairs committee.

Federal Aid for Scholarships

To aid the states in establishing and maintaining a scholarship and fellowship program in colleges and universities was the purpose of a bill introduced in the House recently. Federal funds would be paid to the states for providing for the continued education through scholarships, fellowships, or wages of young people of unusual ability.

For the fiscal year of 1946-47, \$35,000,000 would be appropriated; for 1947-48, \$50,000,000; for 1948-49, \$65,000,000; for 1949-50, and for each fiscal year thereafter, \$80,000,000. Not to exceed 2 per cent of the amounts appropriated would be made available to the U. S.

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Office of Education for the costs of administration.

Each state would create a scholarship and fellowship board which would submit to the U. S. Commissioner of Education plans for discovering and encouraging the development of unusual abilities among the youths of the state.

Such plans would provide for the expenditure of at least 25 per cent of the funds and not more than 50 per cent for scholarships to students spending their first year above high school in college or university work.

The plan would provide further that the average scholarship stipend would

not exceed \$30 per month and the average fellowship stipend would not exceed \$50 per month. Awards would be made solely on the basis of ability without reference to race, sex, religion or economic status.

Electricity for Rural Schools

The approval by both Houses of Congress of \$100,000,000 additional loan authorizations for the rural electrification program during the current fiscal year will speed electrification of rural schools. This brings the total authorization up to \$300,000,000. In addition, President Truman in his budget message

recommended \$250,000,000 for the R.E.A. in the 1947 fiscal year.

Immediately available is an R.E.A. motion picture called "Bob Marshall Comes Home," which gives the R.E.A. program for area coverage for electricity for all rural people. It is a 16 mm. sound picture in black and white and may be had upon application to R.E.A., Washington 25, D. C.

A bill called the "Rural Electrification Planning Act of 1946," introduced in the House February 21, amends the Rural Electrification Act of 1936. It would provide for additional loans as well as the preparation and revision of plans and programs for the electrification of rural areas.

Encourages Playgrounds

A bill was introduced in the House in February for providing assistance to states and municipalities for clearing slum and blighted areas to make way for parks, playgrounds and other facilities which would improve the public health, safety and welfare. Authorized for appropriation to the Reconstruction Finance Corporation would be the sum of \$1,000,000,000, at the rate of not more than \$200,000,000 in any fiscal year for the making of grants and loans to any state, county, parish, municipality or any other public body for the purpose of such improvement.

The Federal Works Agency advanced \$34,625 on March 2 for land studies to determine how best to improve 30 playgrounds in the District of Columbia. The studies will provide recommendations for expenditure of \$1,245,000 in the recreation department's postwar development program.

Rent Control for College Towns

Seven rental areas, some of which include crowded college towns, were brought under rent control by O.P.A. March 1. Return of veterans and their families and the postwar expansion of industries are largely responsible for acute housing shortages in the new rental control areas.

Attention, Student Veterans

Since March 1 the Veterans Administration has been sending representatives from each V.A. field office into schools and colleges to check up on student veterans who have not been getting their subsistence allowances on time. Visits will be made during the first week of each month. Students and trainees will be advised in advance of the representatives' visits. Immediate steps will be taken to see that overdue checks get into students' hands without delay, according to a Veterans Administration spokesman.

The number of applications filed by veterans for education and training under Public Law 346 by the end of

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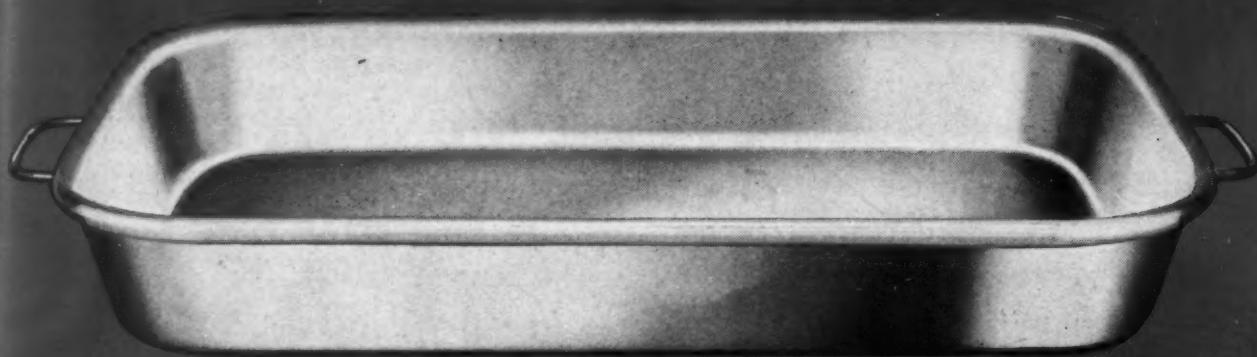
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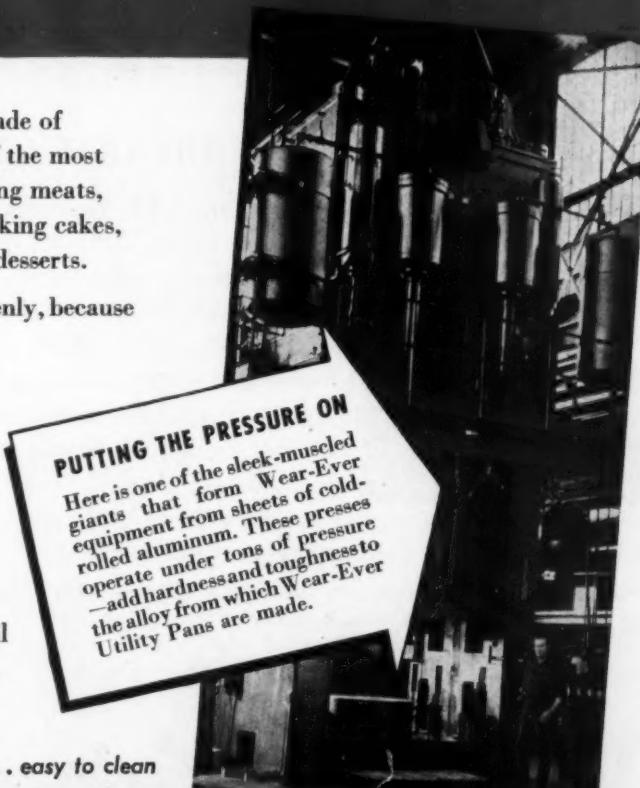
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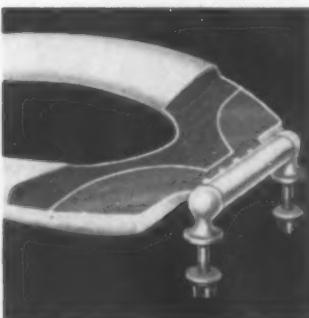
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February reached 1,190,033. Those already enrolled totaled more than 200,000.

American Council Meets

The American Council on Education held a two day meeting beginning March 11.

This and other meetings to follow will consider what voluntary educational organizations can do to supplement governmental agencies in rehabilitating education in liberated countries. Other items slated for discussion include the activities and limitation of U.N.R.R.A. and the rôle and activities of U.N.E.S.C.O.

A delegate from the Polish Ministry of Education said that educational losses in Poland amount to \$120,000,000. He reported 15,000 elementary school teachers are missing, and 2000 high school teachers. Some three million pupils have been retarded from one to six years as a result of the war. The central part of the country has 146,000 orphans.

Seeking Curb for Petrillo

Conferees of the committees of both Houses are now seeking to reconcile differences between the Senate and House bills which are aimed at holding in check James C. Petrillo, president of the American Federation of Musicians. The House-approved bill is a much stronger piece of legislation than that of the Senate which was passed last year; it carries misdemeanor penalties of \$1000 fine and/or a year in jail.

United Nations Cultural Center

A move is afoot to establish a United Nations cultural center in Washington. The State Department is backing the move, along with numerous congressional leaders, U.N.E.S.C.O. and various national and civic organizations. Some are hopeful that the establishment of such a center here may lead to the University of the United Nations which has been under consideration. The furthering of education for peace seems to be the main idea.

To Help Feed Europe

In conformity with President Truman's program for giving help to a starving world, some 700,000 Catholic youths have joined a special parochial school program of the Bishops' War Emergency and Relief Committee in a campaign for funds to alleviate suffering in Europe. Approximately 66,000 boys and girls of the Baltimore and Washington Archdiocese are inculded among those taking part in the program.

As a part of the program, the committee on citizenship at Catholic University has prepared a series of graded articles for elementary and high school pupils telling the plight of children in war-torn countries. These articles will

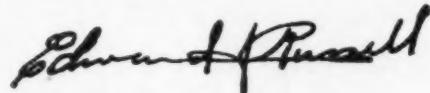
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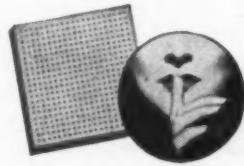
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be read in all Catholic classrooms throughout the country during the Lenten period.

Survey of Facilities for Veterans

To aid the increasing number of veterans knocking at college doors but finding enrollments jammed, the Veterans Administration, in cooperation with educational agencies, is preparing to make a survey of from 1500 to 2000 institutions at the junior college and college level in order to locate all available training facilities.

This survey is being made by the newly organized training facilities serv-

ice of Vocational Rehabilitation and Education.

It is anticipated that the results of the survey will be made available at the Veterans Administration's 54 regional offices throughout the country in time for summer and fall enrollments in schools and colleges.

U. S. Youth Study Planned

The National Commission on Children in War Time met recently to discuss the outlook for youth in the reconversion period and the plight of children in war-devastated areas. The commission is an emergency group which

was set up to advise the Department of Labor four years ago. It proposes to continue as a commission on children and youth.

Strong pleas were made by representatives of labor to keep the Children's Bureau within the Labor Department instead of transferring it to the proposed new government department for health, education and social welfare.

At the close of the conference, its chairman, Leonard W. Mayo, president of the Child Welfare League of America, was given an award by *Parent's Magazine* for his outstanding service to children last year.

Veterans' Housing; Teachers' Pay

Title V, Lanham Act, rubs up magic-lamp results under interpretations from the Federal Public Housing Authority. Schools obtaining surplus housing for veterans from F.P.H.A. may also get separate furniture, beds, bedding and the like, if these are available, from the same source.

Under Title V also, F.P.H.A. may make buses available without cost to colleges to transport veterans. Such action would be taken only in exceptional circumstances, however. If, perhaps, transporting veterans from a surplus housing area near a school seemed cheaper or more expedient than transporting the housing to the campus, then F.P.H.A. would consider furnishing buses.

Through F.P.H.A. the U. S. Maritime Commission released some 93 marine tugs recently (they had been declared surplus) for use in student veterans' housing at the University of Alabama and the Alabama Polytechnic Institute. The prefabricated cabins require little to make them suitable for from two to four students. Each cabin comes fully equipped with built-in cabinets, a kerosene galley stove, refrigerator, toilet, lavatory, table and upper and lower bunks with springs and mattresses. There is even a glass-enclosed pilot house which can be used as an entrance to the cabins.

Priorities Regulation 33 of the Civilian Production Administration is designed to assist, among others, educational institutions to build moderate-cost housing accommodations for which veterans of World War II will be given preference. Surplus building materials will be held under this regulation for purchase by those holding an HH preference rating. Assistance will also be given under PR 33 for the conversion of existing buildings which will provide additional housing facilities at moderate rents.

Faculty members burdened with teaching hours beyond the normal requirements will be allowed additional compensation by schools, a V.A. official



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Johnson *Dual* Room Temperature Control was installed 17 years ago in a large addition to the Joseph Sears School, Kenilworth, Illinois. The results were so satisfactory that a few years later, the single-temperature, automatic control system in the original portion was converted to John-

son *Dual*. Today, a total of 41 thermostats accomplish automatic Room-by-Room temperature control throughout the building. Each Johnson *Dual* Thermostat is arranged to maintain either of two temperatures. Usually, one of these is a normal "occupancy" temperature of, say, 70°. The other is a reduced "economy" temperature for non-occupancy hours. The instruments are reset from "occupancy" to "economy" operation in suitable groups by means of a switch or clock at a central point. If any room is to be used at odd hours separately from its group, operation of a pushbutton on the *Dual* Thermostat will restore that room—and only that room—to normal temperature.

The experiences at Joseph Sears are typical of many school buildings across the country. Look at the few lighted windows in the average school building at "odd hours." With Johnson *Dual* Control, only those rooms which are being used are heated to 70°. Prepare now to assure fuel-saving temperature control next winter. JOHNSON SERVICE COMPANY, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.



JOHNSON DUAL CONTROL

Night or Day—only the rooms actually in use are heated to 70°, occupancy comfort. **FUEL SAVING!**

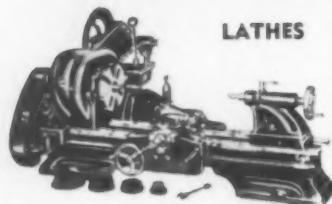
May be installed in existing buildings, regardless of whether or not there is a system of automatic temperature control at present. **ADAPTABILITY!**

No piping changes are required in the heating system. Each room is on a separate "heating circuit" without the necessity of separate heating mains. **FLEXIBILITY!**

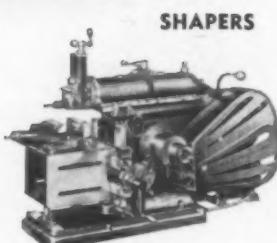
The nation-wide Johnson organization—designing, manufacturing, and installing automatic temperature control systems—has served school administrators for 60 years. No matter what type of heating and ventilating plant is employed, there is Johnson regulating equipment, which has been time-tested to secure the desired results. Ask a Johnson engineer from a near-by branch office to make a survey of your requirements, now. There is no obligation.

JOHNSON Automatic Temperature and
Air Conditioning **CONTROL**
DESIGN • MANUFACTURE • INSTALLATION • SERVICE

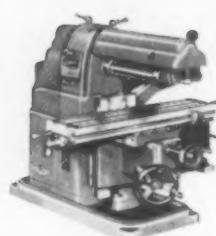
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-FOR LESS COST
with *Atlas* TOOLS**



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As the world enters a new period of mechanical-electronic development, plans for modernizing and expanding school shops next year strike two stumbling blocks: (1) tight budget, (2) lack of space.

Atlas tools meet both problems. Their low cost gives you the most pupil stations for your equipment budget; their compact design exploits limited shop space to the fullest, puts unused small areas to work!

Enthusiastic reports from educators and industrialists alike indorse the advanced Atlas design which has brought ease and efficiency to precision small parts machining . . . in the classroom and on the production line.

Atlas tools are ideal for instruction and practice of every fundamental machining function. Before committing your equipment budget for next year, investigate Atlas prices and specifications by writing for latest catalog.



ATLAS PRESS COMPANY

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declared recently. The school will submit the bill for such additional compensation to the Veterans Administration, which is considering the negotiation of contracts to meet this extra teaching expense caused by heavy veteran enrollment.

Teachers' Benefits in D. C.

A bill to increase the retirement benefits of teachers and school officers under the District of Columbia board of education was introduced recently. The measure brings benefits in line with those of other district and federal employes by revising the Teacher Retirement Act of 1920 as amended in 1926. It would raise from 4 to 5 per cent the retirement deduction from salaries and eliminate the present \$2000 limit which prevents higher salaried teachers and officers from applying the benefits of the higher income retirement.

Persons with 35 years of service whose salary average was \$2000 a year would receive an annuity of \$1225; a \$3000 average would yield \$1575, and a \$4000 salary average would produce \$1925 annually.

The board of education March 6 revised its regulations governing maternity leave to permit married teachers to return to their classrooms two months after their babies are born. This period was formerly nine months.

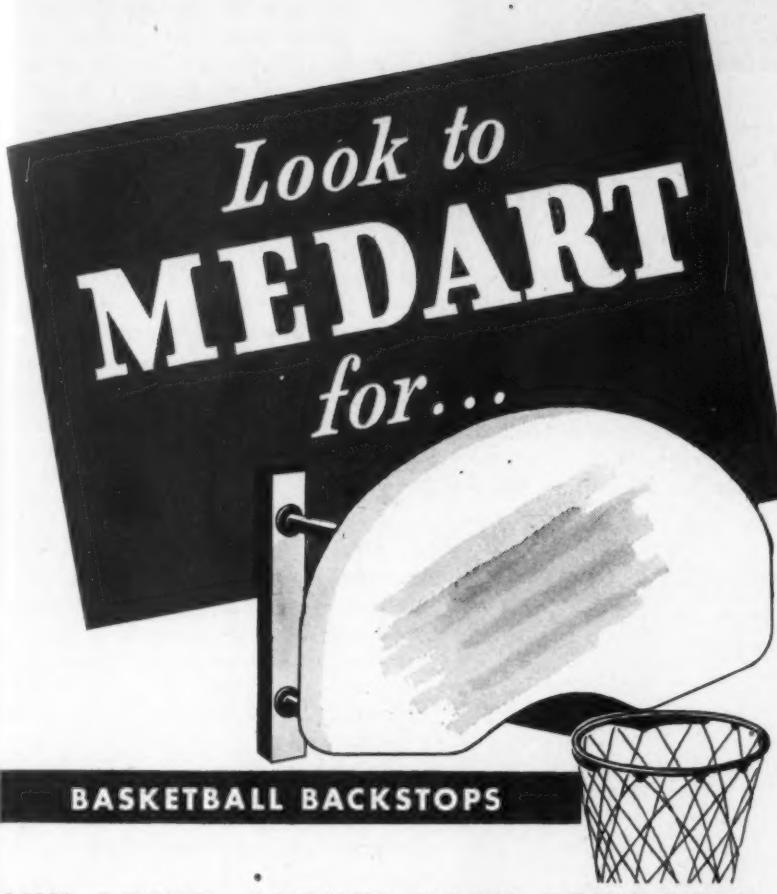
School Savings Program Continues

The school savings program of the U. S. Treasury Department is to be continued. The education section of the savings bonds division of the Treasury Department reports that in 1945 more than 25,000,000 pupils in more than 200,000 schools were saving regularly by buying bonds and stamps each week. In 1941, only about 2,500,000 pupils in 8400 schools were saving through a school plan.

U. S. savings bonds and stamps will remain on sale in peace time. Teachers and administrators who want to continue the educational advantages of "Stamp Day" will be able to get stamps and bonds as usual from post offices, rural mail carriers and most banks. The Treasury in cooperation with the U. S. Office of Education will continue to assist schools in developing study units and teaching aids on personal money management as well as government finance.

Juvenile Delinquency Grows

A recent F.B.I. report indicated an abnormally high level of juvenile delinquency. A comparison of the 1944 data with figures for 1941, the last peace-time year, showed that the arrests of boys under 18 were up 18.8 per cent in 1944. Arrests of girls under 21 showed a 134 per cent rise.



BASKETBALL BACKSTOPS

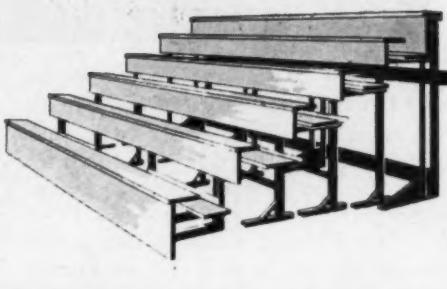
GYM SEATS, LOCKER ROOM EQUIPMENT AND PHYSICAL FITNESS APPARATUS

73 years in serving the nation's schools has given Medart unquestioned leadership in the field of locker room, gym and physical fitness apparatus. Nearly three-quarters of a century of manufacturing and engineering experience are your assurance of sound investment when you buy Medart-built equipment! If you are planning new installations you will be glad to know that the following Medart products are again available: New official Medart fan-shaped, all steel basketball backstops for every type of installation . . . Medart Telescopic Gym Seats in both wall-attached and moveable types . . . Medart Steel Lockers with those exclusive features that have made them famous as the "standard of comparison" in the locker field . . . Medart Steel Lockerobes with the exclusive, Medart-designed, one-person single door control . . . Medart complete line of physical fitness apparatus, precision made, scientifically approved for every type of indoor and outdoor physical training activity.

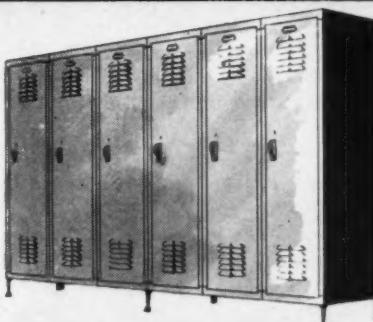
Visit our Exhibit—Booths 30 and 31—during the Association of School Business Officials in Pittsburgh, Pa.—April 15—18.

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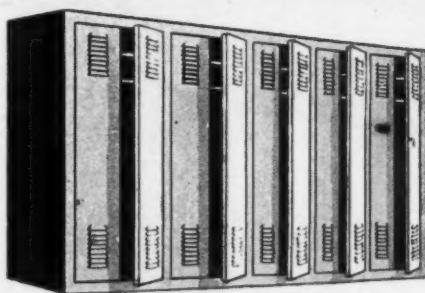
Whatever type of installation you are considering, consult with Medart engineers first! Use of Medart planning and engineering facilities entail no cost or obligation on your part . . . and you can rely on Medart engineers for honest and unbiased analysis of your problems. Medart Sales Engineers are located in all principal cities.



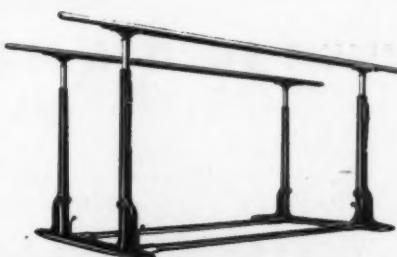
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THE LOCKEROBE



GYMNASIUM APPARATUS

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MANUFACTURING CO.
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NEWS IN REVIEW

Get Federal Funds for Plans

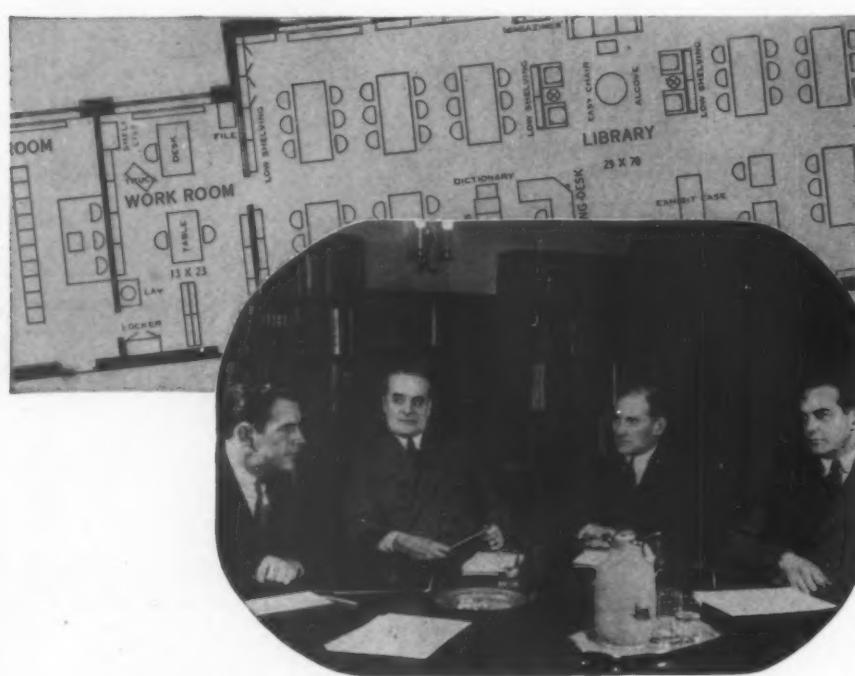
Two school districts in Illinois have recently been advanced F.W.A. funds for plans and specifications. District 101 of Batavia, Kane County, received \$9319 for plans for high school additions and remodeling to provide a gymnasium, music department, library, cafeteria, offices, six classrooms, a study hall and theater at an estimated cost of \$390,740. District 108, Lake County, received \$15,000 for plans for a 20 classroom intermediate school at Highland Park, including vocational rooms, an auditorium-

gymnasium and a garage and repair shop. The entire project would cost \$550,000.

State Aid in Michigan Increased

Additional state aid has been voted in Michigan to boost the salaries of both teaching and nonteaching employees of school districts. The sum of \$3,200,000, in addition to appropriations previously made, will be distributed this year. A similar sum will supplement state aid for the school year 1946-47.

Distribution for the current year will



WHEN SCHOOL MEN PLAN LIBRARIES . . .

Matters of layout and equipment are settled most satisfactorily if the counsel of experience is utilized from the start. In this field Library Bureau has been gathering data and building up a background of knowledge for many years. May we bring to whatever problem you may have, the care, thought and long experience behind our Library Planning Service?

Remember—Library Bureau quality is available not only in furniture and special equipment for the library, but also in visible and vertical record-keeping systems, steel filing cabinets and other needs of the school system as a whole.

LIBRARY BUREAU DEPARTMENT

Remington Rand

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Send for a copy of our helpful booklet, "Planning the School Library"—containing plans, photographs, practical suggestions.

be based upon the average membership in the school district for the year ending June 30, 1945, and the rate per membership child will be \$3.40. All districts now receiving state aid will qualify for their proportionate share of these new funds.

The State Aid Act provides for five regular payments to benefit employes. The additional payment provided for will be a sixth.

Southern Counties Surveyed

The House appropriations committee was shocked by the results of a social study of Coahoma County, Mississippi, which was one of about 50 such studies made by the Bureau of Agricultural Economics in widely separated agricultural counties.

Although the Coahoma County report presented probably the worst picture of any, the reports on counties in Southern States as a whole pointed out the low incomes of both white and Negro farmers and tenants and the wide variance between schools provided for whites and Negroes.

In nearly all southern counties surveyed, progress has been made toward consolidating schools for whites, while Negroes generally are taught in one room schools. *

Because of this, one county had 117 Negro schools as compared to 20 schools for whites. There was one Negro high school and four for whites although the population was more than 50 per cent colored.

Most Negroes have little opportunity to advance beyond the sixth grade and Negro teachers are paid only one third to one half as much as whites.

Protest Against Discrimination

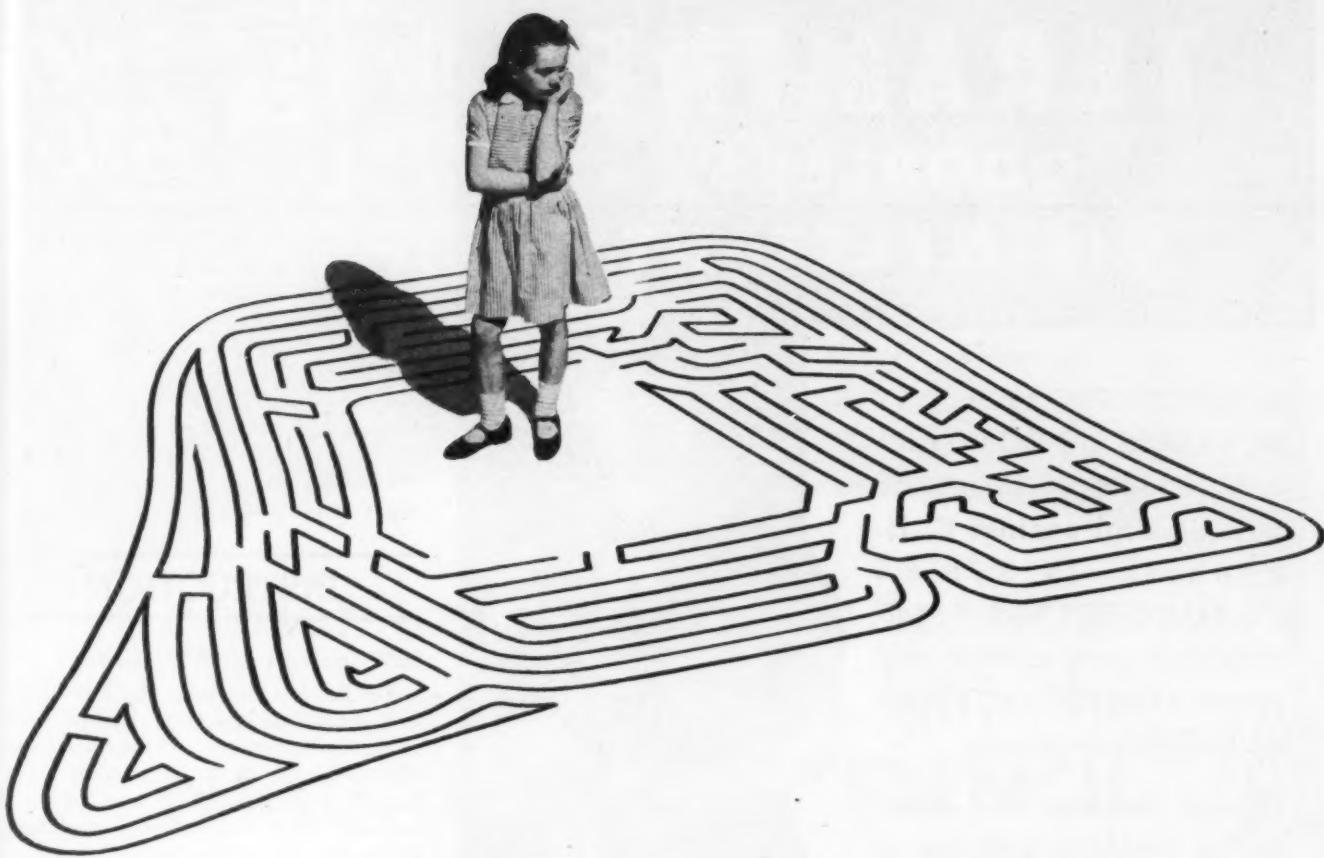
In protest against the exclusion of Negro teachers from membership in the Delaware State Education Association and the barring of them from the State Educational Conference, Wilmington Local 762 of the American Federation of Teachers arranged its own conference for pupils, teachers and the public in that area.

Veterans Get Good Grades

Grades of the average veteran attending school under the G.I. Bill of Rights are equal to, and in many instances a little better than, those of other students, it has been revealed by a survey conducted among colleges, universities and training institutions by the education and training service of the Veterans Administration.

Constitution for World State

If the atomic bomb gives civilization only five more years to live, universities must set about immediately finding ways



Mary's in a mystic maze

SHE'S lost in a maze of words she cannot understand—involved sentences—subject matter beyond her comprehension. That is what happens when children seek information in books too adult for their mentalities.

Just as Mary needs clothes to meet her physical requirements, so does she need a reference work that is suited to her young, developing mind.

Britannica Junior is the only encyclopaedia designed specifically for pupils in elementary school, in the age group from 8 to 13—children like Mary.

The checked vocabulary (like a textbook) is graded to elementary level. Sentence structure and length, subject matter, scope of information are all scaled to the elementary pupil's desires and needs. Colorful action and how-to-do-it types of illustration make learning an adventure. A Ready-Reference volume makes information easy to find.

Britannica Junior has been created with the same high standards of authenticity which characterize *Encyclopaedia Britannica*, the world's best known reference library.

You'll want your students to enjoy the advantages of *Britannica Junior*. For further information, and for a free copy of a "Unit of Study" booklet, fill in the coupon below and mail today!



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Vol. 37, No. 4, April 1946

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Discuss cleaning and disinfecting problems with one of the trained West representatives who can help you select that disinfectant which will give you maximum results. Write for your **FREE 68 page illustrated copy of "The Scope of Sanitation."**

*as tested by the F. D. A. methods of the U. S. Department of Agriculture -- Circular 198.

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to promote the application to current problems of such knowledge as is available regarding human relationships, Robert M. Hutchins, chancellor of the University of Chicago, said in an address at the annual trustees' dinner.

"A proposal which originated in the humanities division of the university suggests the rôle which scholars outside the natural sciences may play in this crisis," Mr. Hutchins said. "That is the proposal for a committee centered at Chicago which would attempt to draft a constitution for a world state.

"It is not suggested that the constitution drafted might be instantly adopted; it would probably be a calamity if any constitution drafted now were to be adopted. But since we must work toward world government or perish, we should at once begin trying to find out what kind of world government we ought to work toward."

INSTRUCTION

5000 Teachers Enroll for Study

For the last ten years the New York City board of education has provided an in-service program for teachers in an effort to bring the most modern teaching practices to the city and keep the educators alert to changing conditions. When the spring term opened this year, nearly 5000 teachers, administrators, supervisors and educational leaders enrolled for the 225 courses which are offered in every possible subject.

For the most part the instructors are members of the school system who are authorities in their fields. They receive no compensation nor do the teachers who take the courses have to pay for them.

New York teachers are required to take a certain amount of pedagogical work each year to meet the "alertness" credit for their annual salary increases. During the year nearly 10,000 attend the school board sponsored courses. The project, which is under the direction of Jacob Greenberg, associate superintendent in charge of personnel, is comparable to a college or university with its staff of 400 and student body of 10,000. It has a teacher guidance program to assist students in selecting proper courses.

To Give M. Ed. Degree

The board of regents of New York State has approved the inauguration of a graduate year leading to the degree of Master of Education at the State Teachers' College at Buffalo. Courses leading to this degree will be offered in the summer session, extension courses and Saturday classes and will appeal particularly to elementary teachers in Western New York who hold their bachelor's degrees.

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- Actually preserves blackboards
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One gross famous Hygieia Dustless packed in four 36-stick boxes—flat to fit nicely in the teacher's desk drawer—convenient for distribution to various classrooms.

Send for FREE Blackboard Bulletin, giving complete, essential information about blackboards and their care.

Dept. NS-10

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Health, Recreation, Physical Ed

Indiana University is establishing a new school of health, recreation and physical education as the first step in its postwar development program. The course will be integrated with existing programs, utilizing the same facilities and in many cases the same faculty members.

The new school's four departments are as follows: (1) physical education, functioning as at present but offering service courses in all schools of the university; (2) health and safety, giving courses in these subjects together with research and graduate study; (3) recreation, coordinating all campus activities and intramural sports with training courses for directors of community and school recreation; (4) professional physical education, offering technic courses for teachers which will be coordinated with research and graduate study programs.

New Educators' Study Group Formed

A group of educators from school systems in upstate New York meeting in Syracuse in February organized a study group to be known as Associated School Studies for the purpose of promoting and carrying forward improvements in education through broadly based lay and professional participation in educational research and planning.

AUDIO-VISUAL AIDS

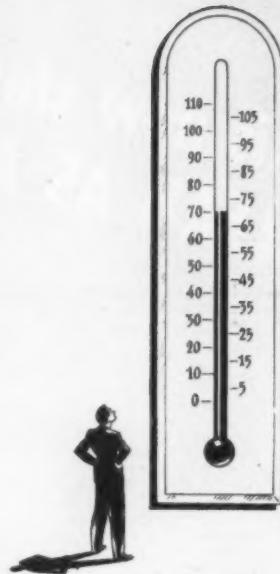
Housing Audio-Visual Program

Karl R. Schwarz, architect, of South Bend, Ind., speaking at a recent school building conference of administrators, architects and others at Indiana University, described what he believes to be the proper type of housing for an audio-visual program. The whole structure, he said, should be designed in the same manner as most industrial and office structures, that is, a beam and column system with relatively few structural or bearing partitions.

"In like manner," Mr. Schwarz said, "exterior surfacing and windows should be designed so as to be in a regular or modular progression. If the mechanical lines are run on a modular basis, the whole space can be subdivided into the various sized and shaped rooms which the teaching requirements are likely to demand at any time during the life of the structure."

Audio-Visual Teaching Conferences

Audio-visual teaching conferences sponsored by the bureau of visual instruction of the extension division of the State University of Iowa were held for one day each during March at Sioux City, Fort Dodge, Mason City, Waterloo



How BIG is Comfort?

To a Building Owner, Heating Comfort often is the difference between full rentals and vacancy signs. It is a measure of tenant satisfaction. It is the money saved by elimination of overheating and underheating.

That is why so many Owners of large buildings specify the Webster Moderator System. Automatically controlled, it delivers the correct amount of heat required to each radiator; it eliminates fuel waste by eliminating overheating and underheating.

"Control-by-the-Weather" is supplied by an Outdoor Thermostat which automatically balances the heating rate to agree with changes in outdoor temperature. Manual regulation is available through a supplementary device, the Variator.

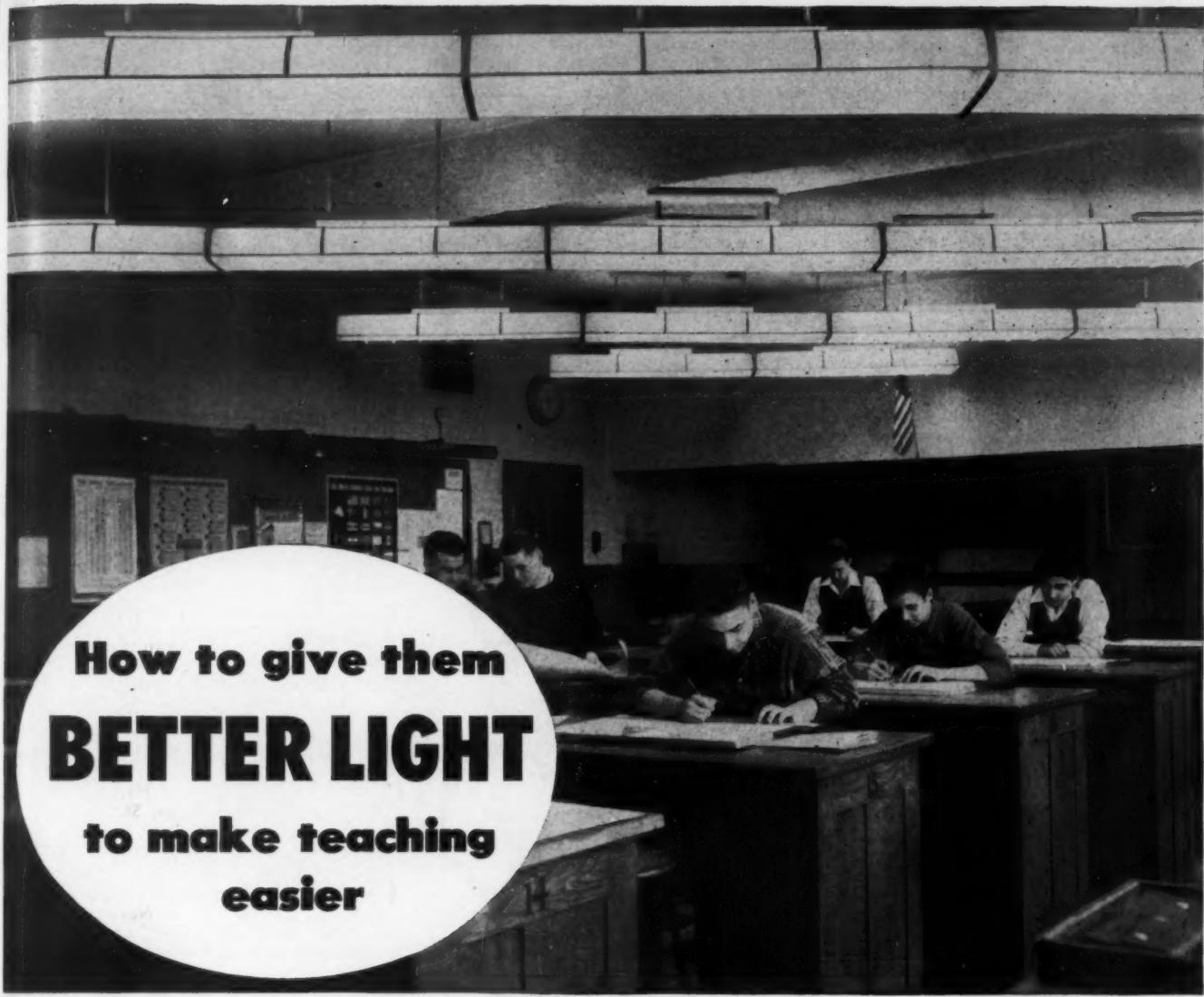
More Heat with Less Fuel

Seven out of ten large buildings in America (many less than ten years old) can get up to 33 per cent more heat out of the fuel consumed! . . . If you are planning on a new building or on modernizing an existing building, write today for "Performance Facts"—a book of case studies, before and after figures, on 268 Webster Steam Heating installations. Address Dept. NS-4.

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How to give them **BETTER LIGHT** to make teaching easier

Wanted: Light for the drafting room of the Pontiac VOCATIONAL SCHOOL, Pontiac, Michigan, that would help pupils learn faster and make the close eye work of drafting easier, less strain.

Problem: Providing high level, overall lighting, with good distribution on walls and ceiling for greater eye comfort . . . despite the interference of large beams on the ceiling.

Solution: Lighting engineers of the Consumer's Power Company produced a practical and effective answer—continuous rows of Wakefield GENERALS (G-260) mounted diagonally to the drafting tables. This gives good shadow control, and the open top and plastic sides help provide comfortable light distribution, with 52 foot-candles on drafting boards. In this 26 by 40' room with 12' ceiling, 19 units are used, each with two 100-watt fluorescent lamps. Mounting height 10' above the floor.

Lighting rooms in your school may require different treatment, different equipment. But you can be sure that Wakefield will be glad to work with you in securing engineered lighting to fit your needs. The F. W. Wakefield Brass Co., Vermilion, Ohio.

ARE YOU THROWING AWAY DOLLARS? Proper lighting maintenance—cleaning fixtures and walls and relamping—can double or triple your lighting. Get the light you pay for—keep lighting equipment clean!

Wakefield

THE GRENADIER

THE COMMODORE

ALSO THE ADMIRAL

and TOMORROW

and Cedar Rapids. The purpose of the conferences, which are held annually, is to furnish administrators, elementary and high school teachers and parents with a practical demonstration of the value of 16 mm. educational films and other visual aids for classroom use and to emphasize the importance of radio and recordings as teaching aids.

MISCELLANEOUS

Classroom Teachers Meet

The South Central Regional Conference sponsored by the department of

classroom teachers of the N.E.A. was held at Lincoln, Neb., March 9. Approximately 500 were in attendance. Among the speakers were Leslie Chisholm, Mabel Studebaker, Hilda Maehling, H. Leigh Baker and Pearl Donoho.

Veterans' Class Graduates

A class of 100 war veterans, including 95 men and five women, was graduated from high school in Hammond, Ind., recently. They ranged in rank from a private to an 8th Air Force lieutenant.

Lee L. Caldwell, superintendent of schools, believes this is the first time that a class made up entirely of former serv-

icemen and women has been graduated from an American high school. Some had earned their credits through the Armed Forces Institute courses.

Funds for Child Care Centers

The Chicago city council has established a \$120,000 fund for the temporary continuation of former federally supported child care facilities for working mothers. This will ensure their being kept open through June.

Illinois legislators will be asked to incorporate the preschool nurseries established in 1943 under the Lanham Act into the state's permanent educational system, according to Mrs. Virginia Simon, president of the Illinois Council of Nursery Schools.

State Aid for Buildings Proposed

House Bill 801, introduced by 51 representatives in the Missouri legislature, provides that a building fund of \$10,000,000 be set aside from the state's postwar reserve fund for the construction, remodeling and equipment of public school buildings. The state board of education is to determine the amount of aid to be granted school districts. The measure has been referred to the House appropriations committee.



No worn spots . . . no traffic lanes when floors are finished with Seal-O-San.

SHUFFLING feet and pounding heels cannot mar a Seal-O-San finished floor, for Seal-O-San's rugged finish is made to stand up where traffic is heaviest.

The reason is simple. A Penetrating Seal-O-San finish actually becomes part of the wood. It penetrates deeper to fill a greater number of empty cells, then hardens to form an armor-clad seal against dirt, moisture or wear. It is this *tougher*, more durable seal ex-

tending below the surface that permits a Seal-O-San finished floor to withstand the *hardest wear*.

Once applied, a Seal-O-San finish lasts for years. And what maintenance economies it offers! An occasional sweeping with a dry mop keeps a Seal-O-San floor clean and beautiful. Seldom is scrubbing required.

No other floor finish gives greater durability than Seal-O-San. And no other finish can match it for beauty and upkeep economy. So plan now to refinish *all* your wood floors with Penetrating Seal-O-San. It will pay you well.

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SEAL-O-SAN
PERFECT SEAL AND FINISH FOR WOOD FLOORS

Coming Meetings

American Association for Health, Physical Education and Recreation, St. Louis, April 9-12.

American Council on Education, Stevens Hotel, Chicago, May 3, 4.

American Education Week, November 10-16.

American Federation of Teachers, St. Paul, Minn., third week in August.

Association of School Business Officials, Pittsburgh, April 14-18.

Idaho Education Association State Delegate Assembly, Boise, April.

Institute for Education by Radio, Deshler-Wallack Hotel, Columbus, Ohio, May 3-6.

Kentucky Education Association, Hotel Brown, Louisville, April 17-19.

Michigan Education Association Representative Assembly, Hotel Olds, Lansing, April 5, 6.

Music Educators National Conference, Cleveland, March 27-April 3.

National Catholic Educational Association, Kiel Municipal Auditorium, St. Louis, April 23-25. Catholic Library Association in conjunction.

National Congress of Parents and Teachers, Denver, May 20-22.

National Education Association, Representative Assembly, Buffalo, N. Y., June 30-July 7.

North Carolina Education Association, Asheville, March 28-30.

Oregon State Teachers Association, Portland, March 28-30.

Tennessee Education Association, Hotel Andrew Jackson, Nashville, April 18-20.

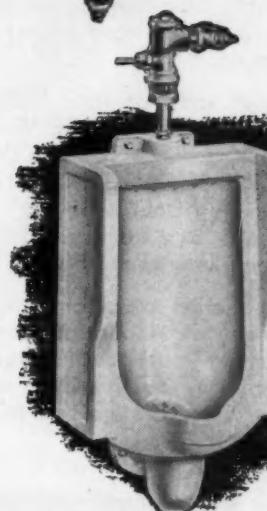
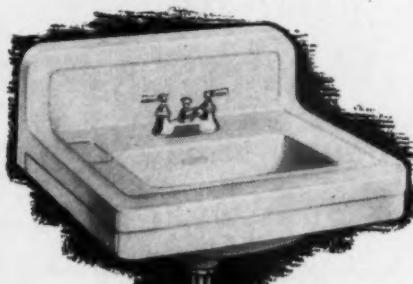
Tennessee Negro Education Association, A. and I. State College, Nashville, April 18-20.



CB-9062. Corwith vitreous china wall drinking fountain. Sanitary angle stream jet with automatic stream regulator. Vandal-proof base.



CB-754. Norwich vitreous china lavatory—with concealed banger. Rectangular basin, soap depression. Sizes: 20 x 18 and 24 x 21 inches.



CRANE PLUMBING Guards Students' Health

Proper sanitation bulks large in the plans of any modern school administrator. Not only must plumbing equipment stand up under the service to be expected in school use, but it must be designed to guard the health of students and to assist them in acquiring good habits that will mean so much in later life.

The Crane line includes everything necessary in plumbing for the modern school and offers a selection to meet every need. Whether you are planning on replacement, extension of present facilities or on a new school for the future, consult your Plumbing Contractor or Crane Branch. They will be very glad to assist you in every way possible.



CB-15-605. Correcto urinal. Easily cleaned vitreous china. Integral strainer and trap. Can be arranged in batteries for flushing with single tank.

CB-11-660. Santon closet. Easily cleaned vitreous china. Elongated rim. Siphon jet action. Vacuum breaker flush valve.

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**the Costello
 "Double Sewed" Eraser
 does wear out**

Many are the times we have walked into a classroom to find Costello's that were still doing an efficient erasing job, even though the erasing felts had worn almost to the backing.

So, in spite of their SPRINGY WOOL FELTS, their REINFORCED BACK, their EXCLUSIVE DOUBLE SEWED CONSTRUCTION — the Costello "Double Sewed" Erasers actually can be worn out. Takes a long, long time to do it, though.

Yes, actual classroom use corroborates our laboratory tests: The Costello Double Sewed Eraser out-wears any other eraser; will out-wear some erasers two to one.



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National Boys and Girls Week

National Boys and Girls Week will be observed for the twenty-sixth year throughout the United States from April 27 to May 4. With the theme, "Building for Tomorrow With the Youth of Today," the program is designed to focus attention on the problems, interests and recreations of youth and on the part played by the home, church, school and youth-serving organizations in the development of character and good citizenship. Information and suggestions for carrying out the program, including a poster and a manual of suggestions, can be obtained free of charge from the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1.

Nondiscrimination Sought in Gary

The Gary Unity Council, a new organization to alleviate racial strife, has been formed in Gary, Ind., by a group of 100 citizens, Negro and white, representing about 50 civic, religious and fraternal groups. A resolution adopted at the first meeting asked city and school authorities to establish and maintain firm policies of nondiscrimination.

Superintendent's Book Shelf

PUBLIC RELATIONS. By Edward L. Bernays. Bellman Publishing Company, Boston. 1945. Pamphlet, 75 cents.

SAFER HIGHWAY TRAVEL. 21 Teachers Report, Classroom Activities. By the National Commission on Safety Education of the N.E.A. National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. Pamphlet, 15 cents.

MOTOR VEHICLE TRANSPORTATION IN AMERICAN LIFE. Problems in American Life, Unit No. 22. By National Association of Secondary-School Principals. National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. Pamphlet, 30 cents; 4 for \$1.

FORTHCOMING DEVELOPMENTS IN AMERICAN EDUCATION. Compiled and edited by William C. Reavis. University of Chicago Press, Chicago. 1945. \$2.

PLANNING FOR RECREATION AREAS AND FACILITIES IN SMALL TOWNS AND CITIES. Prepared by J. Lee Brown. U.S. Government Printing Office, Washington, D.C. 1945. 20 cents.

INDIVIDUAL PARENT-TEACHER CONFERENCES. By Katherine E. D'Evelyn. Bureau of Publications, Teachers College, Columbia University, New York City. 1945. 75 cents.

HOW WE LIVE. A Simple Dissection of the Economic Body. By Fred G. Clark and Richard Stanton Rimanoczy. D. Van Nostrand Company, Inc., New York City. 1945.

SCHOOL PLANT WORKSHOP. Sponsored by the Interstate School Building Service and the United States Office of Education. George Peabody College for Teachers, Nashville, Tenn. 1945.

TRIAL OF WAR CRIMINALS. Publication 2420, Department of State, U.S. Government Printing Office, Washington, D.C. 1945. 20 cents.

EDDIE RICKENBACKER. By Hans C. Adamson. The Macmillan Company, New York City. 1946. \$2.75.

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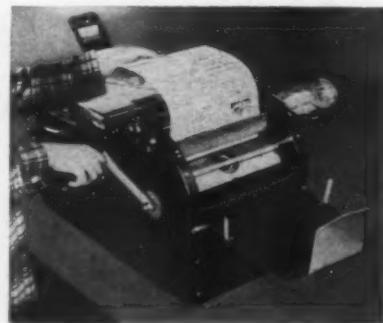


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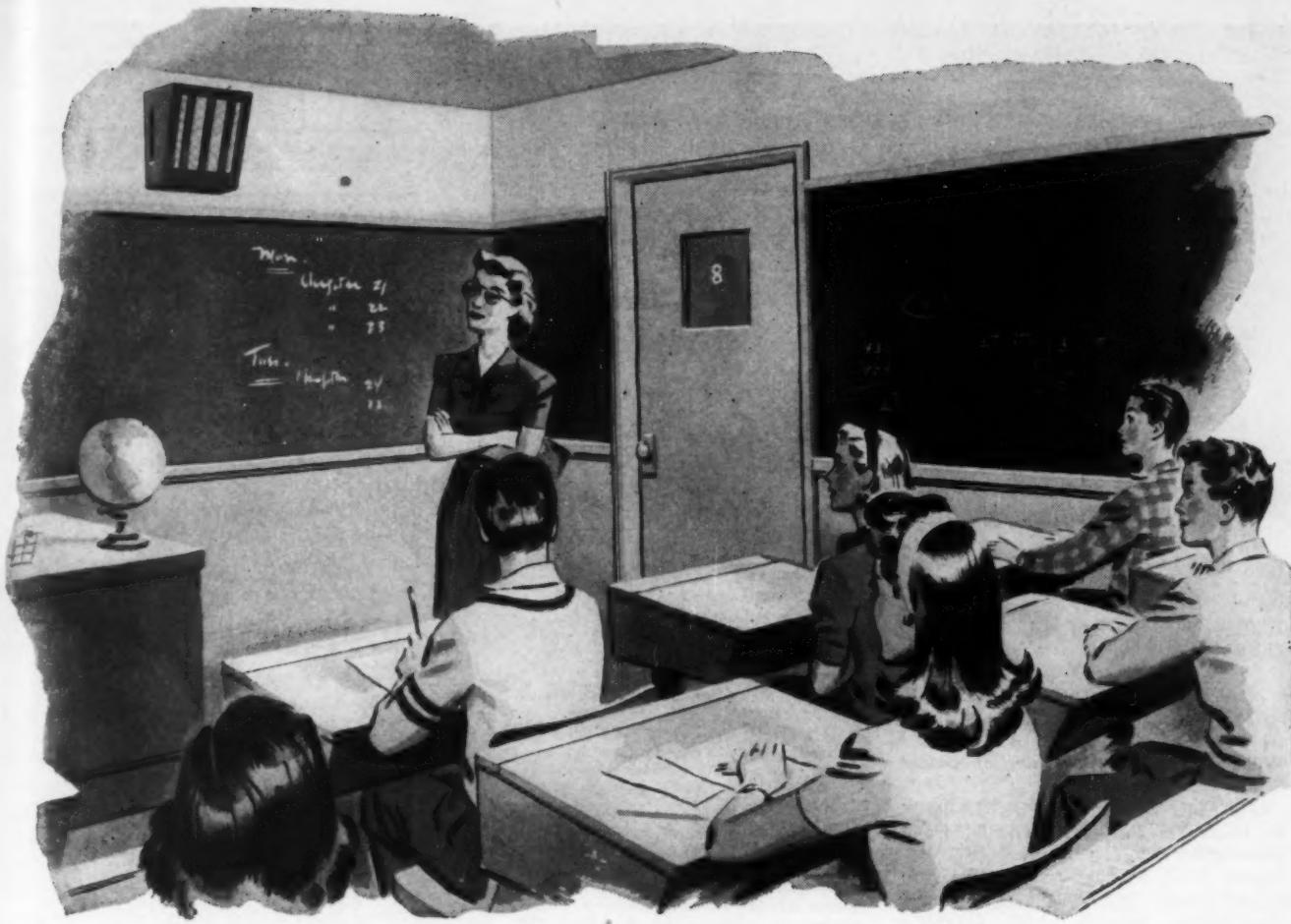
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THE PROCESS OF PERSUASION. By Clyde R. Miller. Crown Publishers, New York City. 1946. \$2.

STATE PROGRAMS FOR THE IMPROVEMENT OF TEACHER EDUCATION. By Charles E. Prall. American Council on Education, Washington, D. C. 1946. \$3.

GUIDING YOUTH IN THE SECONDARY SCHOOL. By Leslie L. Chisholm. American Book Company, New York City. 1945.

NEW JERSEY MOVES AHEAD IN SAFETY EDUCATION. Prepared by Newark Safety Council, Inc. Pamphlet.

EDUCATIONAL RESEARCH IN MAJOR AMERICAN CITIES. By Bangne A. Liu. King's Crown Press, New York City. 1945. \$2.

THE AXIS IN DEFEAT. Publication 2423, Department of State. U. S. Government Printing Office, Washington, D. C. 30 cents.

THE POSTWAR INTERNATIONAL INFORMATION PROGRAM OF THE UNITED STATES. By Dr. Arthur W. MacMahon. Publication 2438, Department of State. U. S. Government Printing Office, Washington, D. C. 30 cents.

PROCEEDINGS OF THE NATIONAL CONFERENCE OF SOCIAL WORK. National Conference of Social Work, Columbia University Press. New York City. 1945. \$5.

THE APPRAISAL OF CURRENT PRACTICES IN READING. Compiled and edited by William S. Gray. University of Chicago Press, Chicago. 1945. \$2.

A RETIREMENT SYSTEM FOR FARMERS. By Murray R. Benedict. National Planning Association, 800 21st Street, N.W., Washington, D. C. 1946. Pamphlet, 25 cents.

EDUCATIONAL SERVICES FOR YOUNG CHILDREN. HEALTH AND PHYSICAL

FITNESS FOR ALL AMERICAN CHILDREN AND YOUTH. Educational Policies Commission, Washington, D. C. 1945. Pamphlets, 10 cents each.

EDUCATION FOR ACTION. Selected articles from Indian Education 1936-43. By Willard W. Beatty. United States Indian Service, Washington, D. C. 1944.

UNITED NATIONS ORGANIZATION. A handbook of the U.N.O. Charles E. Merrill Co., Inc., New York City. 1946. Pamphlet.

BUILDING YOUR MARRIAGE. By Evelyn M. Duvall. **THE REFUGEES ARE NOW AMERICANS.** By M. R. Davie and S. Koenig. **WE CAN HAVE BETTER SCHOOLS.** By Maxwell S. Stewart. Public Affairs Committee, Inc., New York City. 1946. Pamphlets, 10 cents each.

Arts Workshop, Ball State Teachers College, developed in accordance with a particular philosophy, adequately provides for carrying out that philosophy. Muncie, Ind.: Ball State Teachers College.

NAMES IN NEWS

(Continued From Page 44.)

M. A. Rowdon, supervising principal of public schools at Kiel, Wis., has resigned effective June 7. He will go to Amite, La., to devote his entire time to the operation and management of the Anchor Tung Oil plantation.

The Rev. Glenn W. Holdbrook has been appointed principal of Ursuline High School, Youngstown, Ohio. His appointment fills the vacancy created by the death of the Rev. Joseph Gallagher.

Frank W. Mayo, principal of Rutland High School, Rutland, Vt., for the last fifteen years, has resigned effective at the close of the school year in June.

William A. Butcher, for the last sixteen years principal of the John F. Nuner Junior High School, South Bend, Ind., has resigned effective with the close of the school term June 16. His successor will be **Emmett N. Fisher**, head of the school city's pupil personnel department and a member of the school system for twenty years. Mr. Butcher,

PUBLICATIONS

Charting Intercultural Education 1945-55. By the staff of the Stanford Workshop on Intercultural Education. A guide for teachers, administrators and others interested in the improvement of interracial and intercultural relations. Stanford University, Calif.: Stanford University Press. 50 cents. Rates on quantities.

Safety Handbook for School Shops (Series 1945-46, No. 171). Prepared by a committee from the New Hampshire Vocational Association. An outline of, and suggestions for, a safety education program for teachers of school shop work. Concord, N. H.: New Hampshire State Board of Education.

The Evaluation of an Arts Workshop. Vol. 20 Publication 54 of the Ball State Teachers College Bulletin. By Fred J. Schmidt Jr., submitted in partial fulfillment of the requirements for the degree of Doctor of Education, being an appraisal of whether the workshop (the Burris

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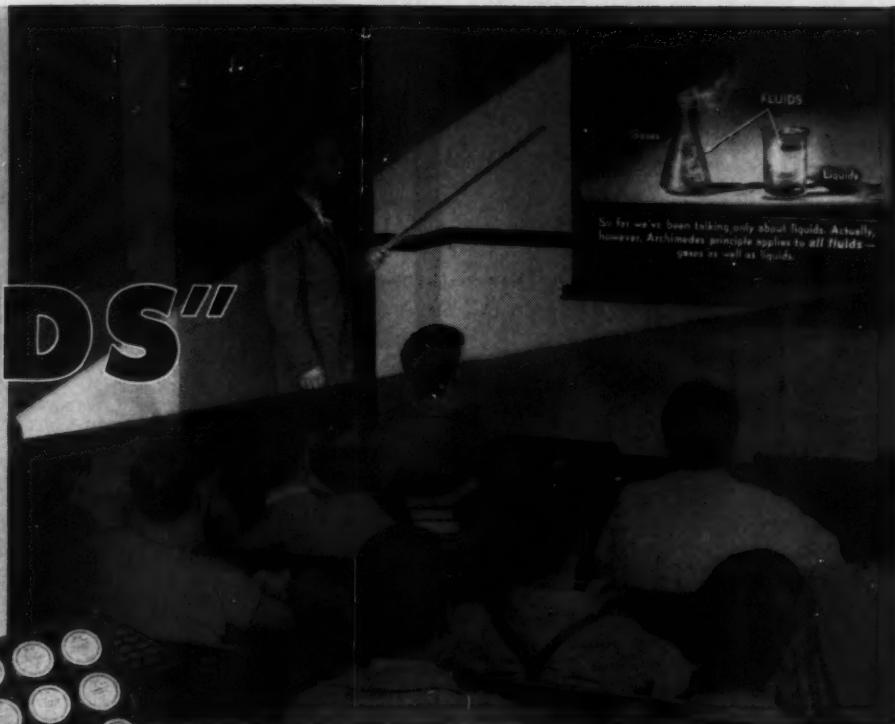
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3. Buoyancy and Archimedes' Principle
4. Density and Specific Gravity — Flotation
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6. Atmospheric Pressure
7. Exploring the Atmosphere — Streamline Flow
8. Barometers and the Weather
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10. Measuring Fluid Pressure
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who has reached the legal retirement age of 66, has been a member of the South Bend public school system for twenty-four years. During his career he has done extensive writing, including a "Work-Test Manual in American History."

Dana H. Smith, formerly of Freeport and Farmingdale, N. Y., has been named supervising principal of Wellington C. Mepham High School at Bellmore, N. Y. He succeeds H. Curtis Herge who accepted a post with the American Council on Education in Washington, D. C., when he was released from naval service.

Colleges

Dr. William S. Carlson, dean of records and admissions at the University of Minnesota, has been named president of the University of Delaware at Newark. The new head is 40 years old.

Dr. James Welles, president of Geneseo State Teachers College, Geneseo, N. Y., has announced his retirement from the profession. His resignation will be effective August 31.

Dr. Lester R. Wheeler of East Tennessee State College, Johnson City, Tenn., has been named professor of education in the School of Education, University of Miami. M. A. F. Ritchie,

formerly admissions officer at Roanoke College, Salem, Va., and, since March 7, on inactive duty as a lieutenant commander in the United States Naval Reserve, has been appointed assistant professor of education.

Dr. Leo F. Cain has been appointed professor of education at the University of Oklahoma effective June 1. Doctor Cain, now a lieutenant in the Navy, was formerly supervisor of education at the National Training School for Boys, Washington, D. C., and part-time lecturer in education at the University of Maryland.

Dr. Arthur Henry Moehlman has been appointed professor of the history of education in the college of education at the State University of Iowa. Doctor Moehlman served with the general staff of the United States Army from 1940 to 1946 in Washington, the Far East and Germany, retiring as colonel in February 1946. Prior to the war, he was associate professor of education at Ohio State University.

Dr. Gerrit T. Vander Lugt is the new president of Central College, Pella, Iowa. His predecessor, Dr. Irwin J. Lubbers, resigned last May to become president of Hope College, Holland, Mich.

Dr. C. L. Crawford, superintendent of schools at Council Bluffs, Iowa, has

been appointed president of the State Teachers College at Mankato, Minn.

Lt. David Worcester, U.S.N.R., will become president of Hamilton College, Clinton, N. Y., upon his retirement from service.

Deaths

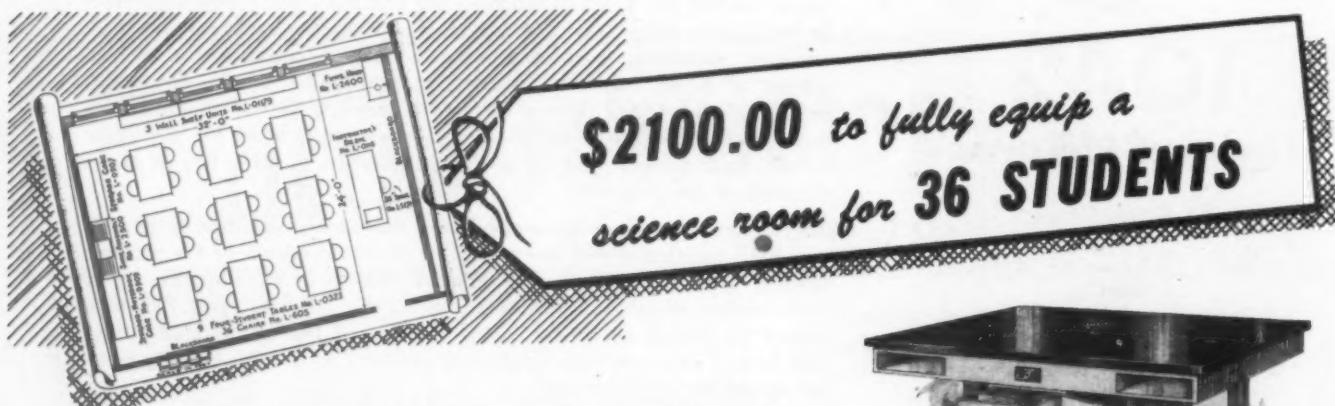
Hugh B. Folsom, a retired school principal of Salt Lake City, Utah, died at the age of 74. He was principal of the Washington School for twenty years and principal of the Webster School for more than twenty years.

Joseph H. Saunders, superintendent of schools at Newport News, Va., died recently.

Susan M. Dorsey, superintendent emeritus, Los Angeles public schools, died recently.

Mrs. Catherine McGarty Delanty, a principal of Jefferson Grade School, Chicago, for forty years, died at the age of 85. She had retired fifteen years ago.

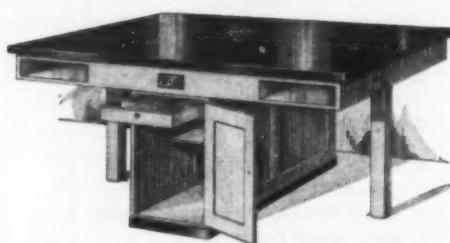
G. T. Almen, superintendent of Strandquist Consolidated Schools, Strandquist, Minn., died recently following a brief illness. In addition to his post as superintendent, Mr. Almen was also a newspaper publisher, being owner of the *Truman Tribune* at his home town of Truman, Minn.



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No. 15

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We must raise a generation committed to the improvement of our democracy and constitutional government. Accurate information on significant current developments is a necessary adjunct in this task. *The Reader's Digest* provides a concise, readable handbook of world events and trends.—Alonzo G. Grace, State Commissioner of Education, Connecticut.

The youth of our land should be given abundant opportunity to inform themselves on current social, economic and scientific matters, and I know of no better or more pleasant way of securing such information than through *The Reader's Digest*. —Elizabeth Ireland, State Superintendent of Public Instruction, Montana.

The Reader's Digest is a fortress of defense against ignorance of what is going on in our own and other lands. . . . I should like to see it in the hands of every high school student, and of many in the upper elementary grades.—James Haskell Hope, State Superintendent of Education, South Carolina.

For use in schools, a magazine such as *The Reader's Digest*, which offers accurate and interesting summaries of significant events and achievements in the social, scientific and economic fields, is of high value.—Francis B. Haas, State Superintendent of Public Instruction, Pennsylvania.

The Reader's Digest is a continuing and impartial "diary" of the American way of life and the actual workings of our democracy. At a time when world welfare is to be so influenced by our course here at home, its value as an aid to the teaching of good citizenship increases the need for its use in our schools.—John Callahan, State Superintendent of Public Instruction, Wisconsin.

As never before, pupils in our schools need to read widely if they are to think clearly on many and varied topics. Because *The Reader's Digest* presents up-to-the-month information on current events and personalities, this publication has come to be a valuable and widely used supplement to our reading in many high school and lower-grade classes.—Esther L. Anderson, State Superintendent of Public Instruction, Wyoming.

One of the first, and certainly one of the most important duties of every school teacher today is the planting of Lincoln's sort of Americanism in the hearts and minds of our youth. . . . I feel that the School Edition of *The Reader's Digest* should be classed among the valuable mediums for aiding this vital task.—Vernon L. Nickell, State Superintendent of Public Instruction, Illinois.

I would place *The Reader's Digest* at the head of the list of required reading for teachers and high school students.—John A. Shaw, Superintendent of Schools, Spokane, Washington.

The Reader's Digest is a fascinating record of events and trends, which broadens the outlook of students and gives them a more comprehensive grasp of the principles and meaning of good citizenship.—Arthur E. Thompson, State Superintendent of Public Instruction, North Dakota.

As an auxiliary aid to classroom instruction in the building of bedrock Americanism, the value of *The Reader's Digest* is very high.—Burton E. Dossett, State Commissioner of Education, Tennessee.

The Reader's Digest is making a contribution to the maintenance of our form of government, especially by implanting in young minds the concepts of desirable human relationships.—Rex Putnam, State Superintendent of Public Instruction, Oregon.

The teacher who understands the scope of her assignment, and sees her objectives clearly, will value *The Reader's Digest*, which keeps its readers in touch with the forces which make TOMORROW. It offers information—common knowledge for common understanding for common citizenship in a common world: one world.—John Fred Williams, State Superintendent of Public Instruction, Kentucky.

The Reader's Digest is in an especially unique position, because of its wide use in the schools, to play an important part in strengthening the walls of democracy.—Wayne O. Reed, State Superintendent of Public Instruction, Nebraska.

Statements like these are more significant than anything we ourselves might say about the place which *The Reader's Digest* holds in the hearts and minds of teachers throughout the country who are molding a new generation of Americans.

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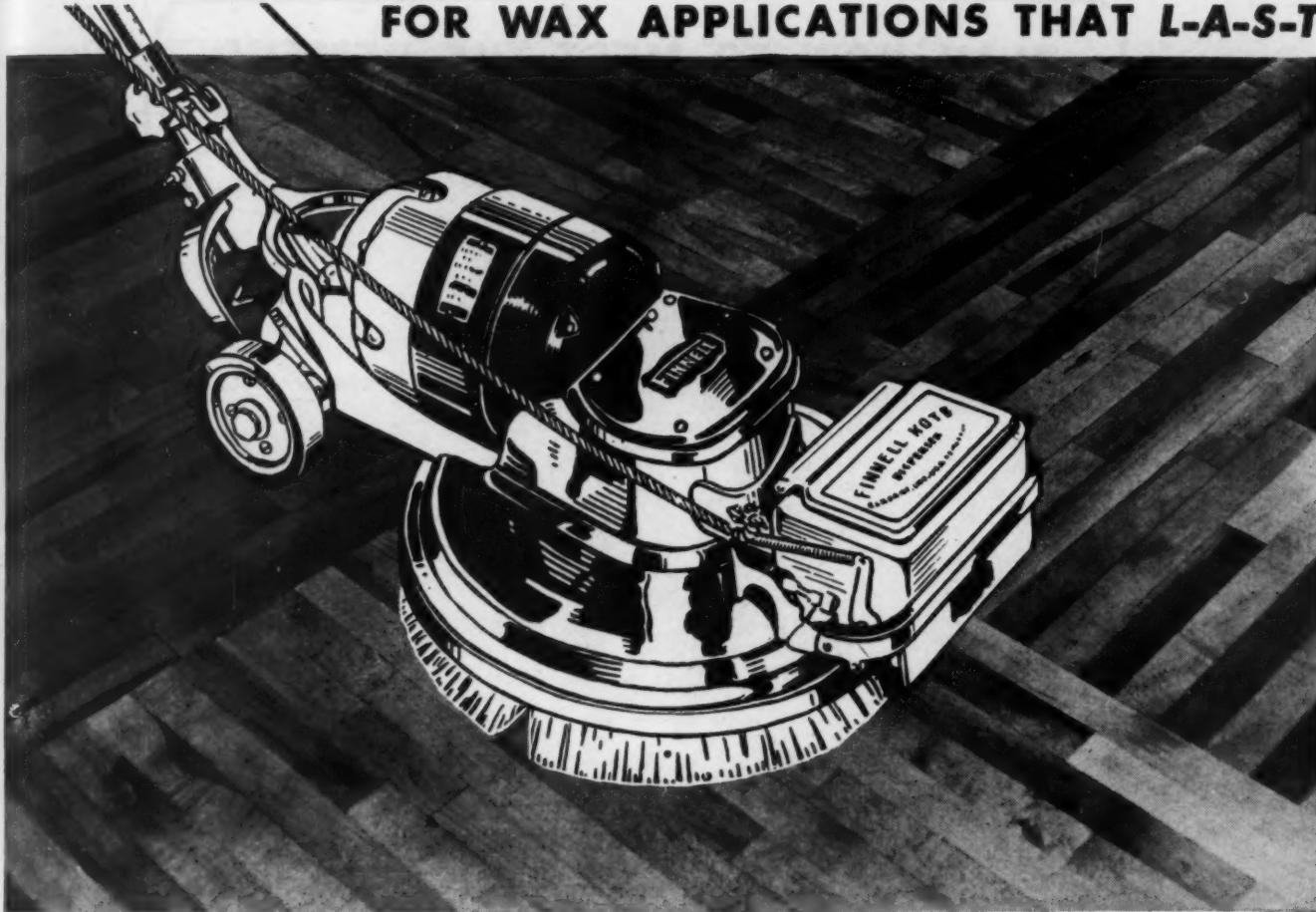


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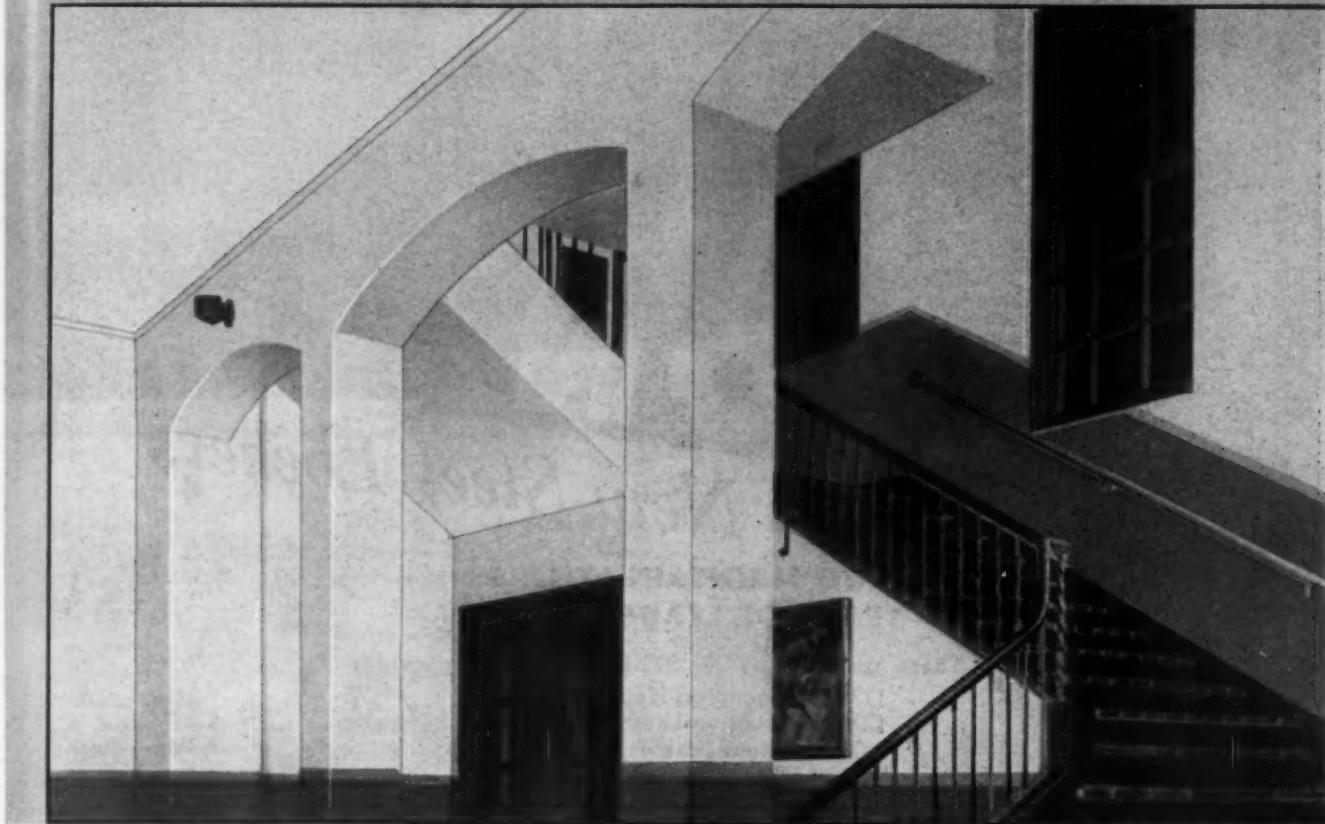
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WALLHIDE—in three types: PBX—extra durable finish which can be washed repeatedly without streaking or spotting. SEMI-GLOSS—for higher sheen. FLAT—velvet-like finish for offices, libraries, dining rooms. These paints are enriched with "Vitolized Oils" for live-paint protection.

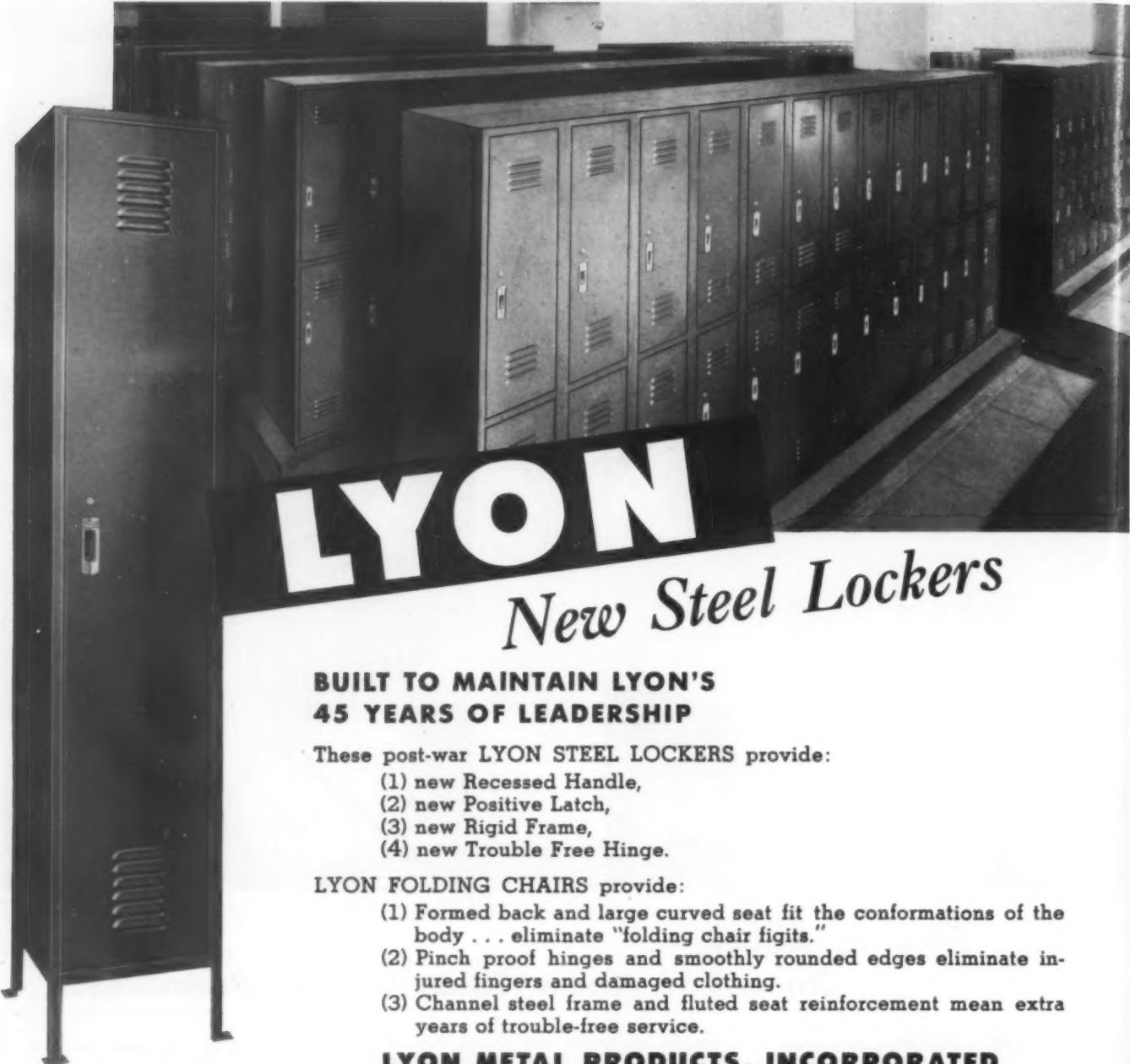
WATERSPAR ENAMEL—for furniture, woodwork, metal trim. Its china-like gloss resists marring and abrasion.

FLORHIDE—for floor surfaces. Quick-drying, tough, can be scrubbed frequently with soap solutions.



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New Steel Lockers

BUILT TO MAINTAIN LYON'S 45 YEARS OF LEADERSHIP

These post-war LYON STEEL LOCKERS provide:

- (1) new Recessed Handle,
- (2) new Positive Latch,
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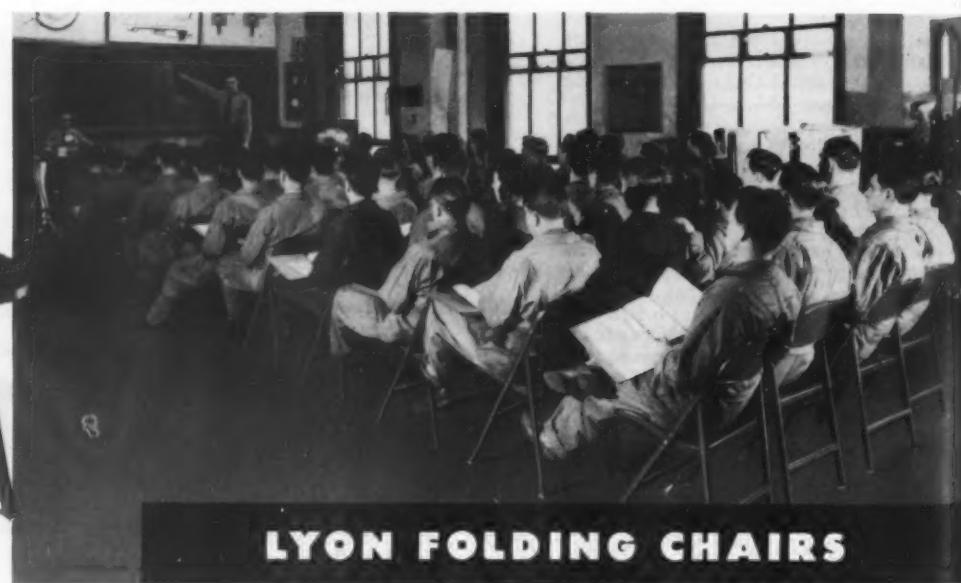
LYON FOLDING CHAIRS provide:

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LYON FOLDING CHAIRS

Don't be disappointed! Listed below
are some of the most popular and
most heavily booked feature length films
for school auditorium showing. To be
sure of the films you want on the dates
you want them, you'll be wise to...

Book Next Year's School Films NOW!



We are glad of the opportunity to make our selection of preferred film titles and dates
for the school year of 1946-47. We understand this is without obligation on our part and
that we have the privilege of cancelling or changing any or all of them prior to shipping date.

Name of Film	Date Desired	Name of Film	Date Desired
() Adventures of Sherlock Holmes, The.....		() Jane Eyre.....	
() Adventures of Tom Sawyer, The.....		() Kidnapped.....	
() Alexander Graham Bell, The Story of.....		() Little Old New York.....	
() Banjo On My Knee.....		() Lloyds of London.....	
() Brigham Young.....		() Mark of Zorro, The.....	
() Buffalo Bill.....		() Message to Garcia, A.....	
() Captain Caution.....		() My Friend Flicka.....	
() Captain Fury.....		() On the Sunnyside.....	
() Charley's Aunt.....		() Pied Piper, The.....	
() Claudia.....		() Rebecca of Sunnybrook Farm.....	
() Courageous Mr. Penn.....		() Schubert, The Melody Master.....	
() Drums Along the Mohawk.....		() Stanley and Livingstone.....	
() Grapes of Wrath, The.....		() Sullivans, The.....	
() Great American Broadcast, The.....		() Sun Valley Serenade.....	
() Guadalcanal Diary.....		() Swiss Family Robinson.....	
() Gulliver's Travels.....		() Ten Gentlemen from West Point.....	
() Happy Landing.....		() Tin Pan Alley.....	
() Heidi.....		() Tom Brown's School Days.....	
() High School.....		() Wee Willie Winkie.....	
() How Green Was My Valley.....		() Western Union.....	
() Hudson's Bay.....		() Young America.....	
() Immortal Sergeant.....		() Young Mr. Lincoln.....	
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If you don't have your School
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Wiping away old and dirty floor wax — oil and grease stains — rubber burns and skid marks — other mars and smudgy streaks — remarkable Solon leaves the dirtiest, dingiest floors restored to their original fresh beauty in just a few minutes.

Safe on any floor — painted or unpainted wood, linoleum, tile, terrazzo, concrete — Solon removes heavy deposits of old wax, dirty skid marks and other blemishes.

Solon is inexpensive — can be used with little trouble and effort — is fast and effective.

SOLON CLEANS FLOORS FAST THE RIGHT WAY!

Order a trial gallon now!



ALL these advantages are offered in Solon

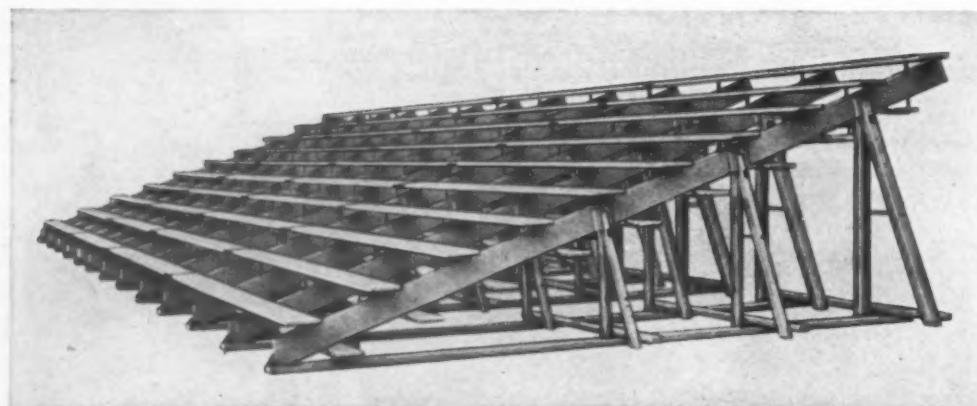
EFFECTIVE . . . The first application of Solon does the job. No fussing or doing the work a second time. Solon gets floors thoroughly clean — safely — now!

FAST . . . Solon removes quickly and easily heavy deposits of old wax, black marks and other surface blemishes.

EASY TO USE . . . Just apply Solon with a mop or cloth, leave for a moment or two, and wipe up with clear water.

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Plan Now For KICKOFF Time-With Universal WOOD OR STEEL PORTABLE BLEACHERS



To Seat Your Football Crowds



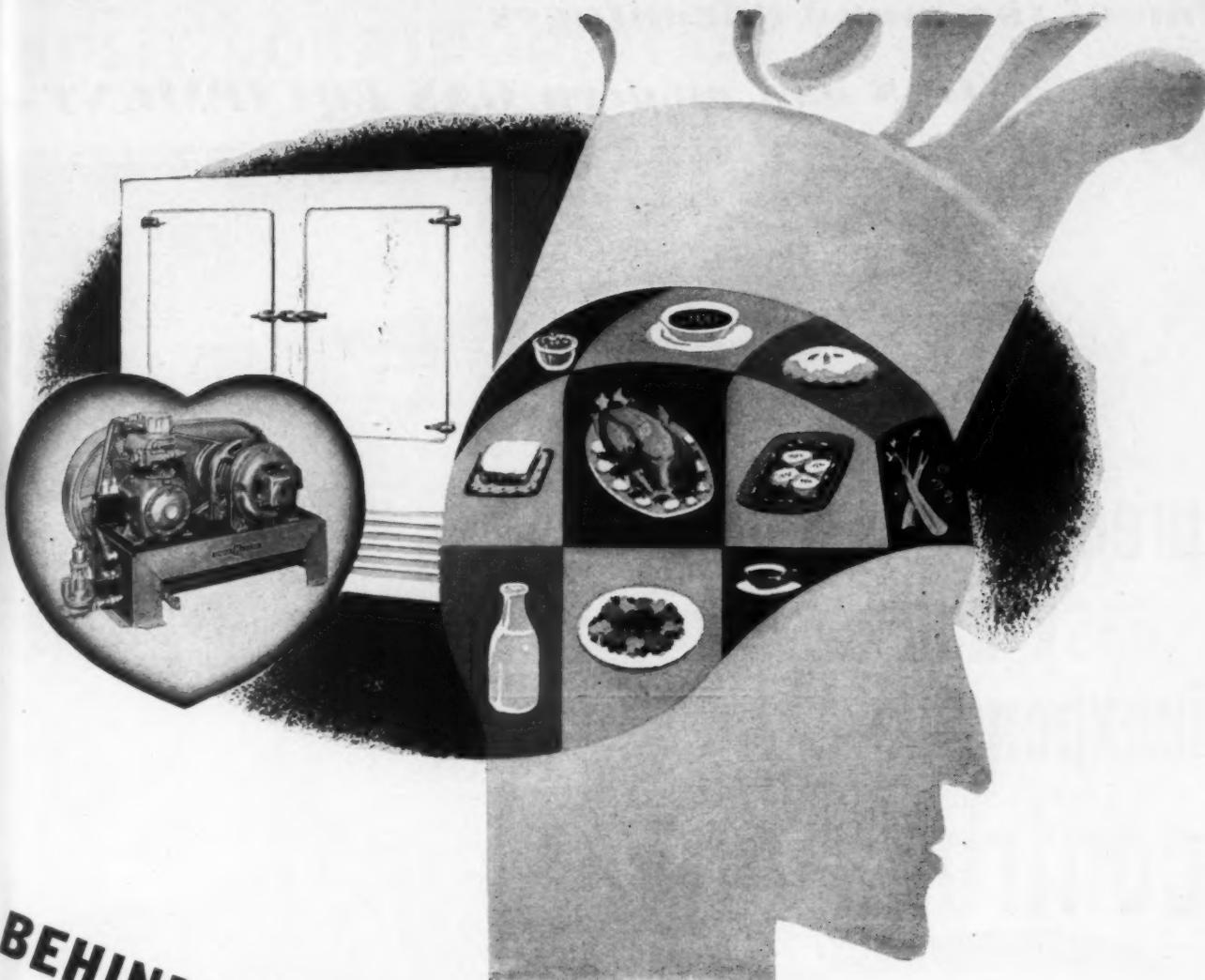
Universal Wood Portable Bleachers, above, are made of extra heavy, select materials. Our 100 per cent bolted construction to prevent splitting of wood members gives added safety. Designed for ease and speed of erection, they can be economically used for outdoor or indoor events. Easy to move and store—designed for maximum comfort with a minimum loss of space. There's a type and style for every need.

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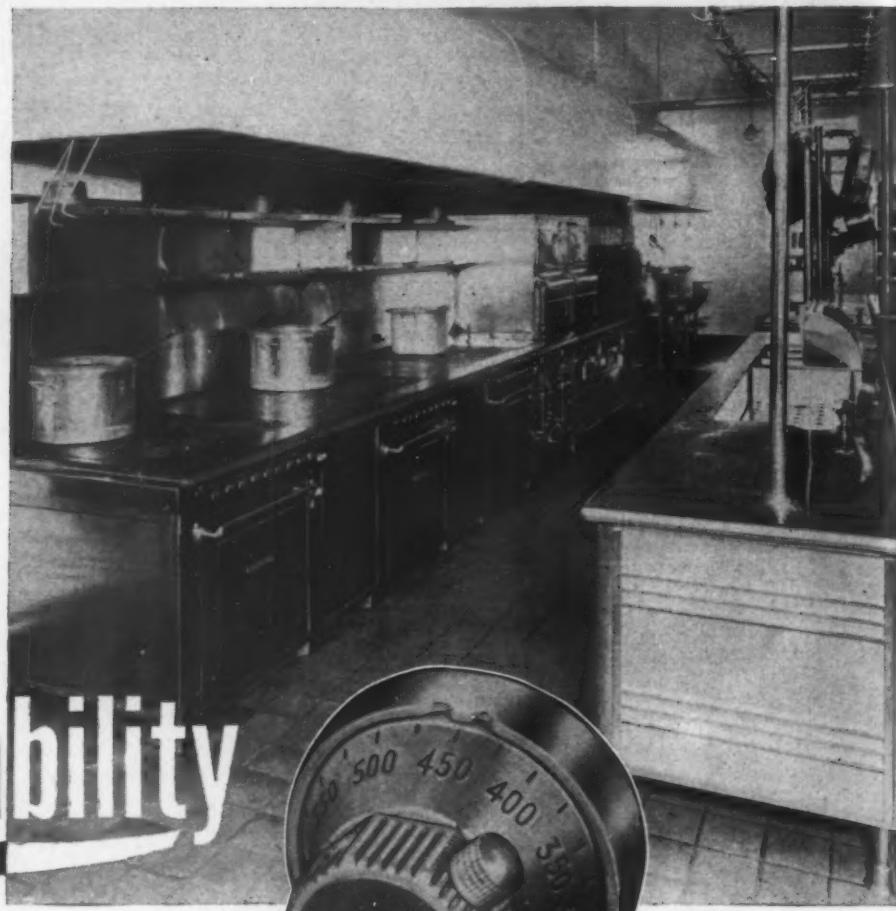
pend on G-E equipment for years of efficient, economical performance. They know, too, that G-E Dealers can be relied upon for quick service at reasonable prices.

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inexpensive
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PROVES FLOORS STAY CLEAN UP TO

30% longer!



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CAR-NA-LAC
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LACQUER-LIKE FLOOR FINISH

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CONTINENTAL "18"
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THE SUPER FLOOR FINISH

{ Acts like a lacquer made of wax. Applied with the usual wax applicator. Levels out as it dries, resulting in a uniform, streakless, lacquer-like gloss. Self-polishing...dries in 15 to 20 minutes. Car-Na-Lac floor treatment has at least twice the wearing qualities of ordinary water waxes and is waterproof, non-slippery. Adapted for all floors except unsealed "raw" wood. Meets Proposed Federal Specifications for Item 9, Type 1.

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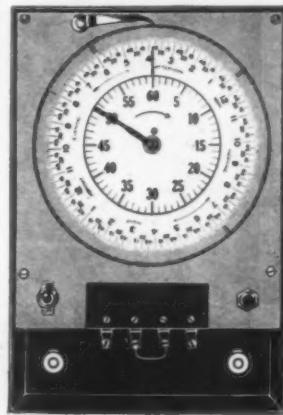
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WITH VUL-COTS, you cut maintenance costs and save money on waste handling. Unusually strong, they do not split, splinter, dent, crack, rust or corrode—last a lifetime with ordinary usage. Light in weight, they do not mar floors or furniture, are noiseless when handled.



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*Program
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**Put ZENITH in charge of
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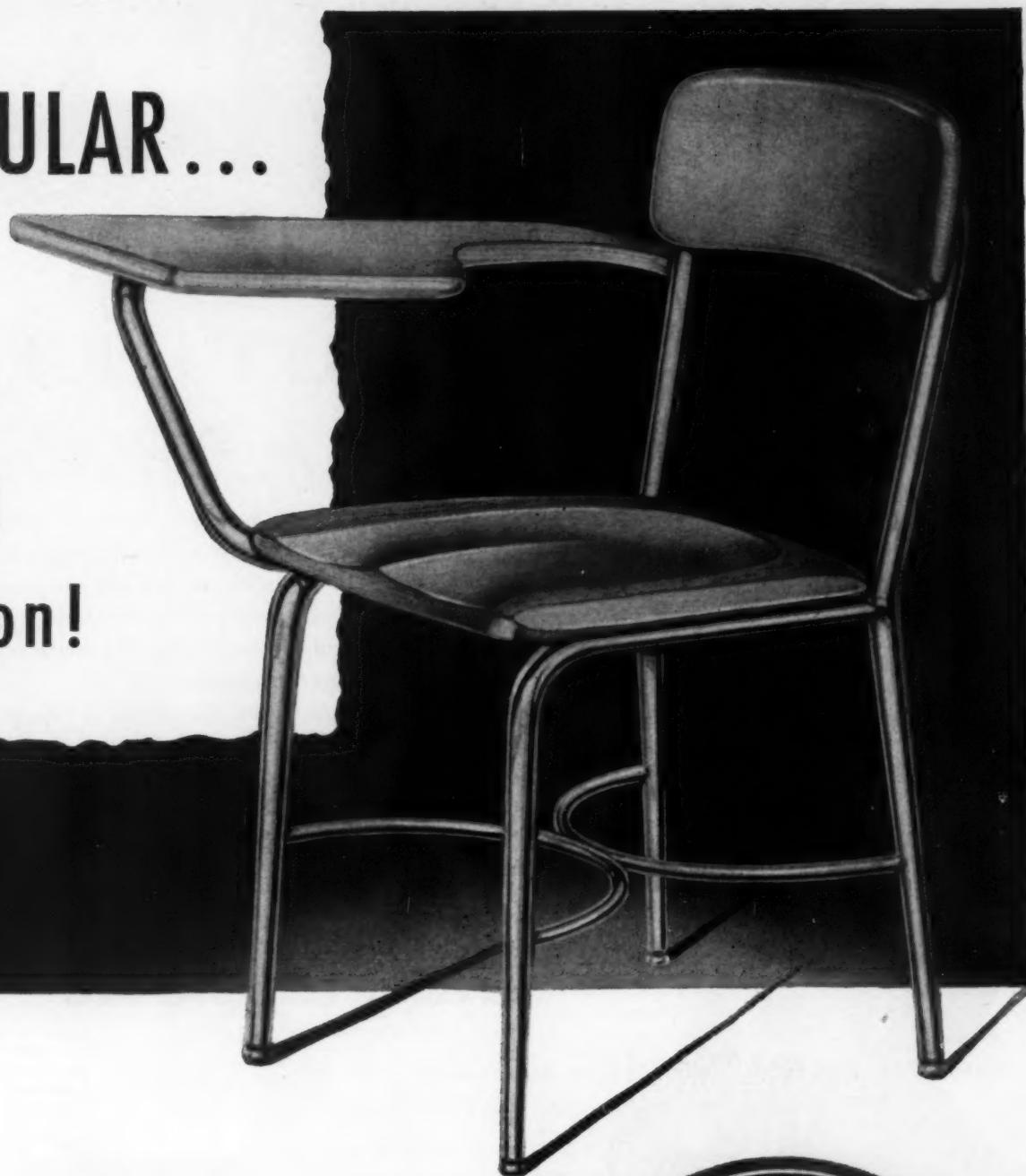
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THIS tablet arm chair (S 817 TA) ranks as a consistently popular choice with educators throughout the country—and with good reason. It is properly designed for comfort, with tablet arm of adequate size for efficient work. As for its durability, it is virtually wear-proof, thanks to welded tubular steel construction by exclusive Heywood-Wakefield methods—and its exceptionally long-wearing finish. It is available with leg braces designed for extra leg-room as shown, or with a book rack under the seat.

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Brilliant, sparkling screen images that capture and hold attention . . . yet still enough light at every desk for student note-taking or sketching . . . that is one of the outstanding advantages of the Bausch & Lomb Model B Balopticon*. This feature is also particularly helpful in the maintenance of discipline among younger students.

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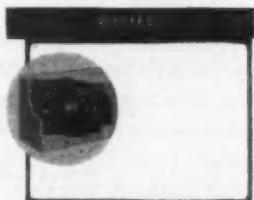
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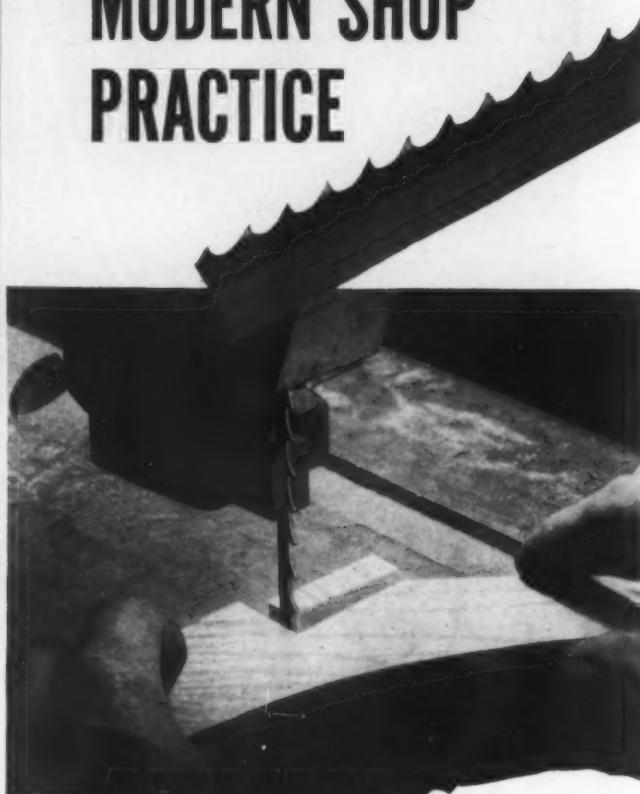
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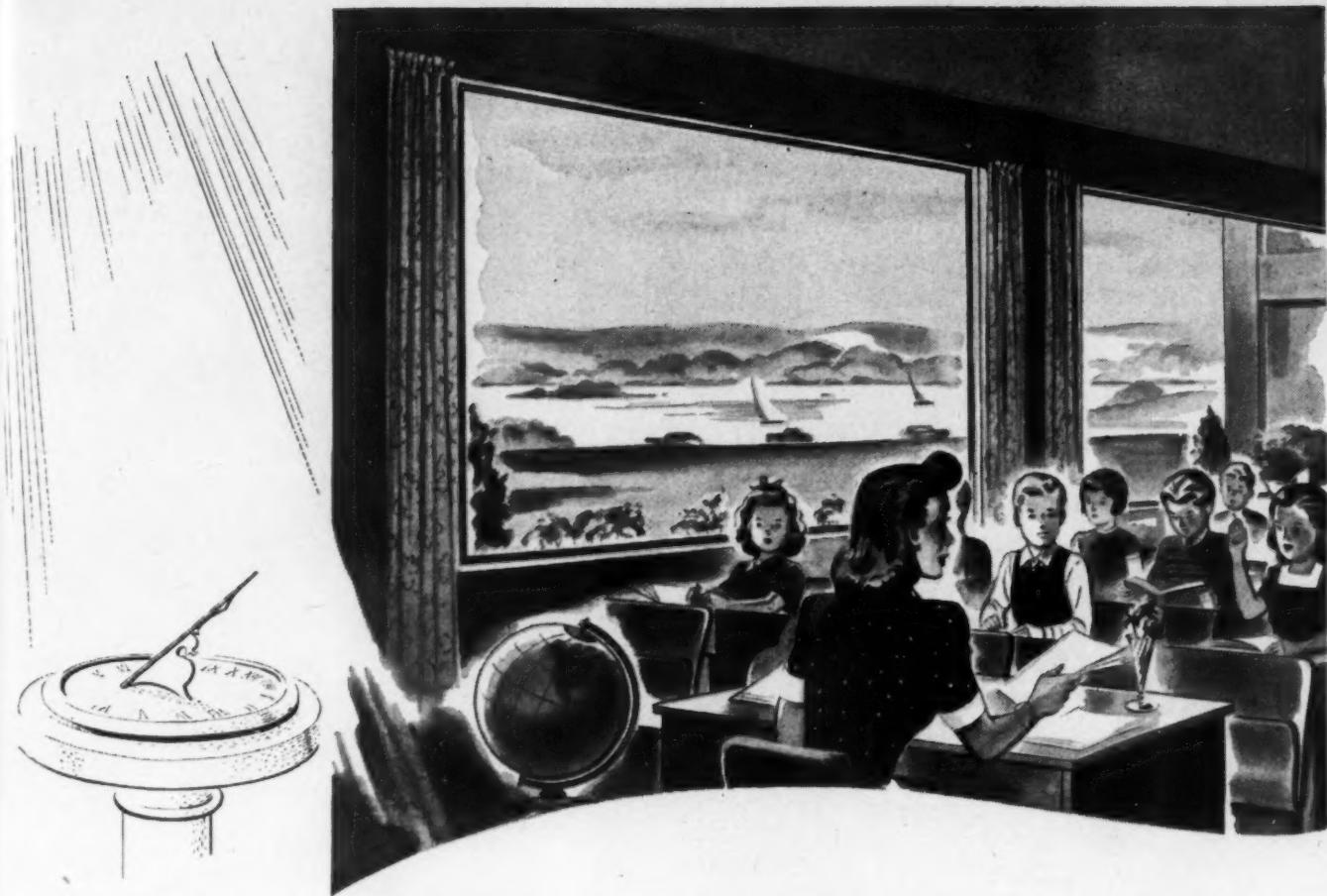
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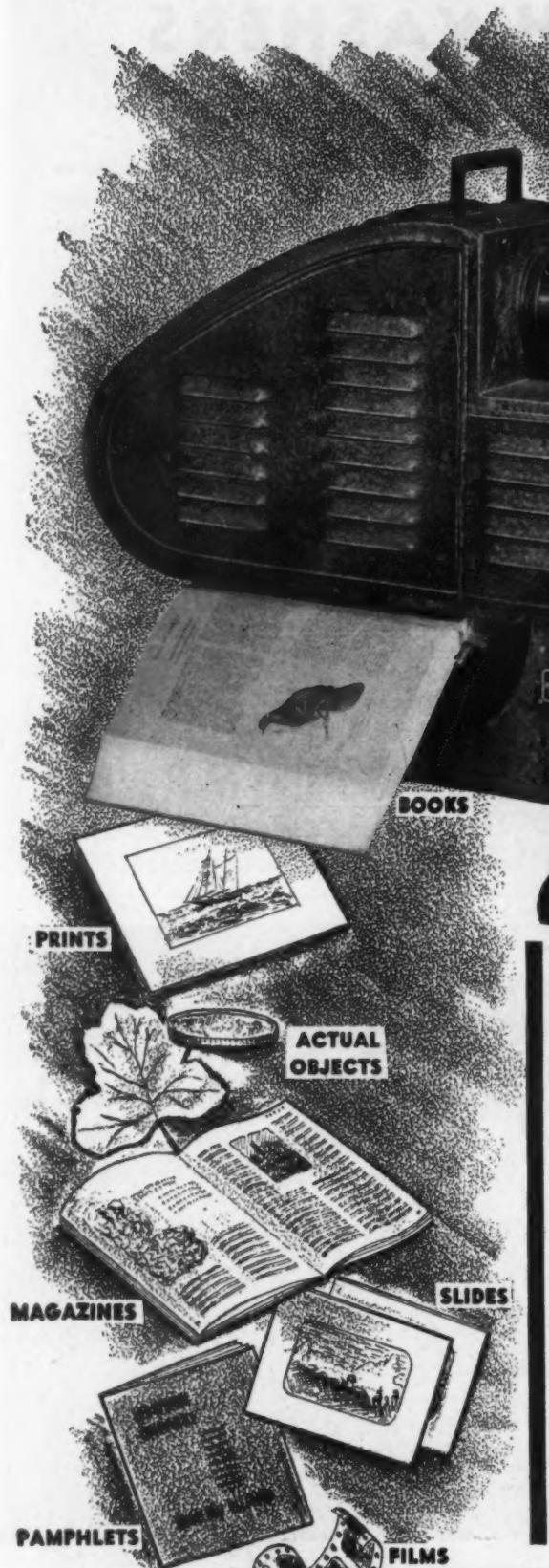
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The BESELER Model OA2 leads the field—in advanced design . . . engineering features . . . convenience . . . durability . . . and results. Gives unmatched *screen illumination* . . . faithfully projects detail and color of innumerable objects. Takes Standard Slides and Opaque Material up to $6\frac{1}{4}'' \times 6\frac{1}{4}''$. Instantly changeable from OPAQUE to TRANSPARENT simply by moving a lever. Special film attachment accommodates single and double-width films and 2" x 2" Kodachrome slides.

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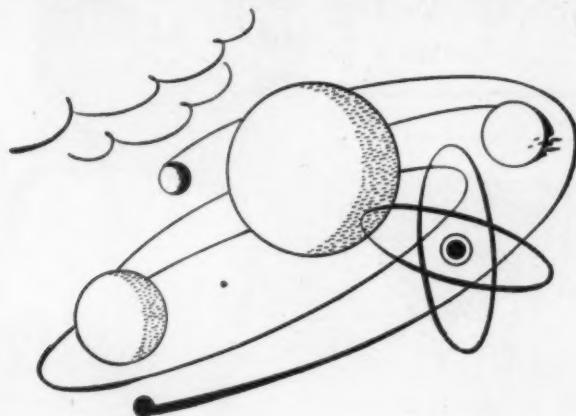


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FOLDING & ROLLING GYMSTANDS* • PORTABLE
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RADAR CONTACTS THE MOON --



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are vastly more important to the school child**

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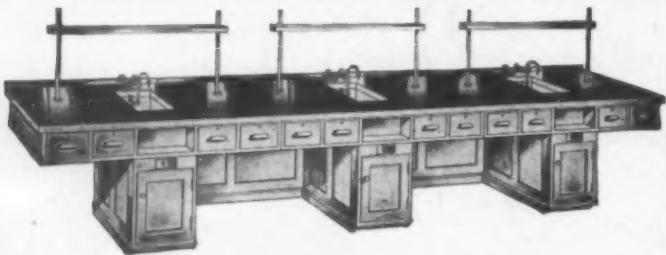
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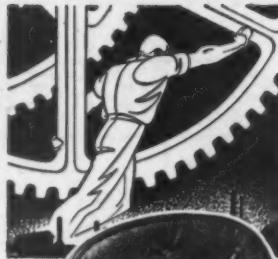
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are outstanding in
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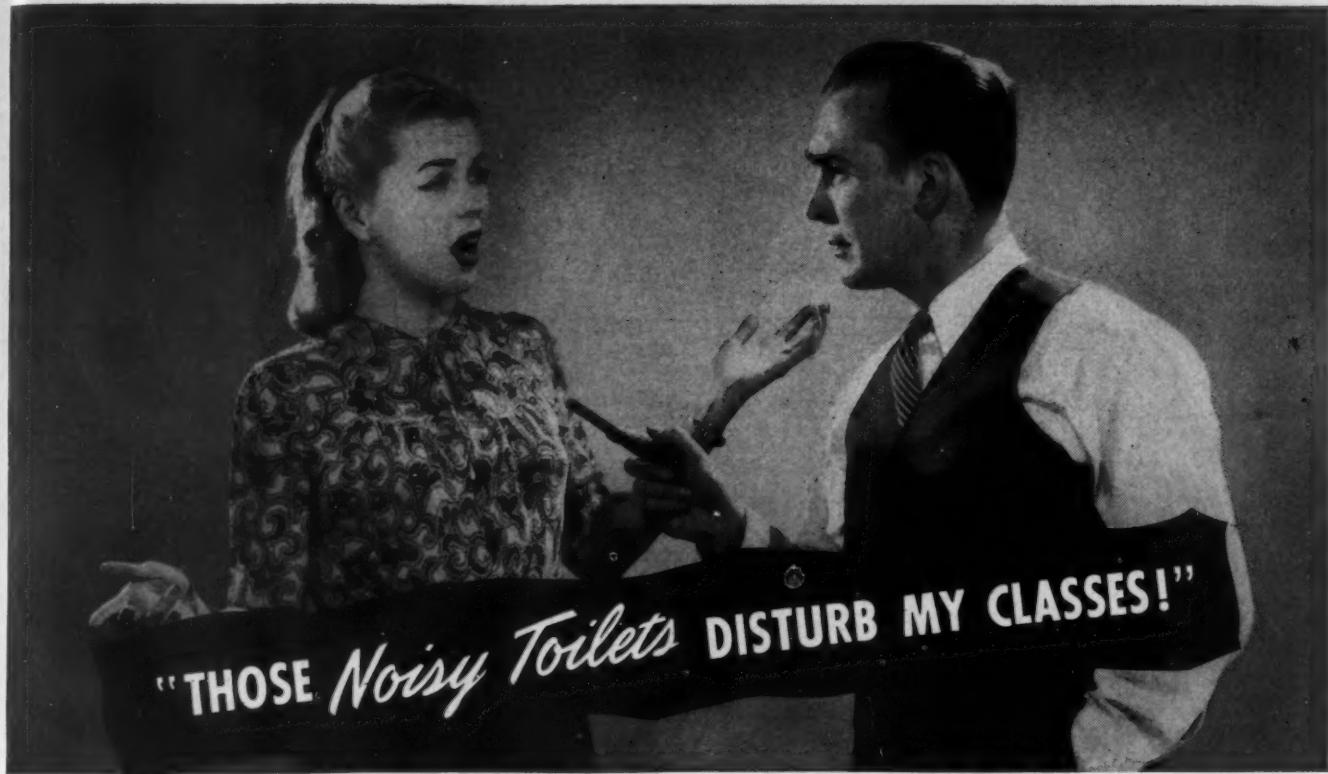
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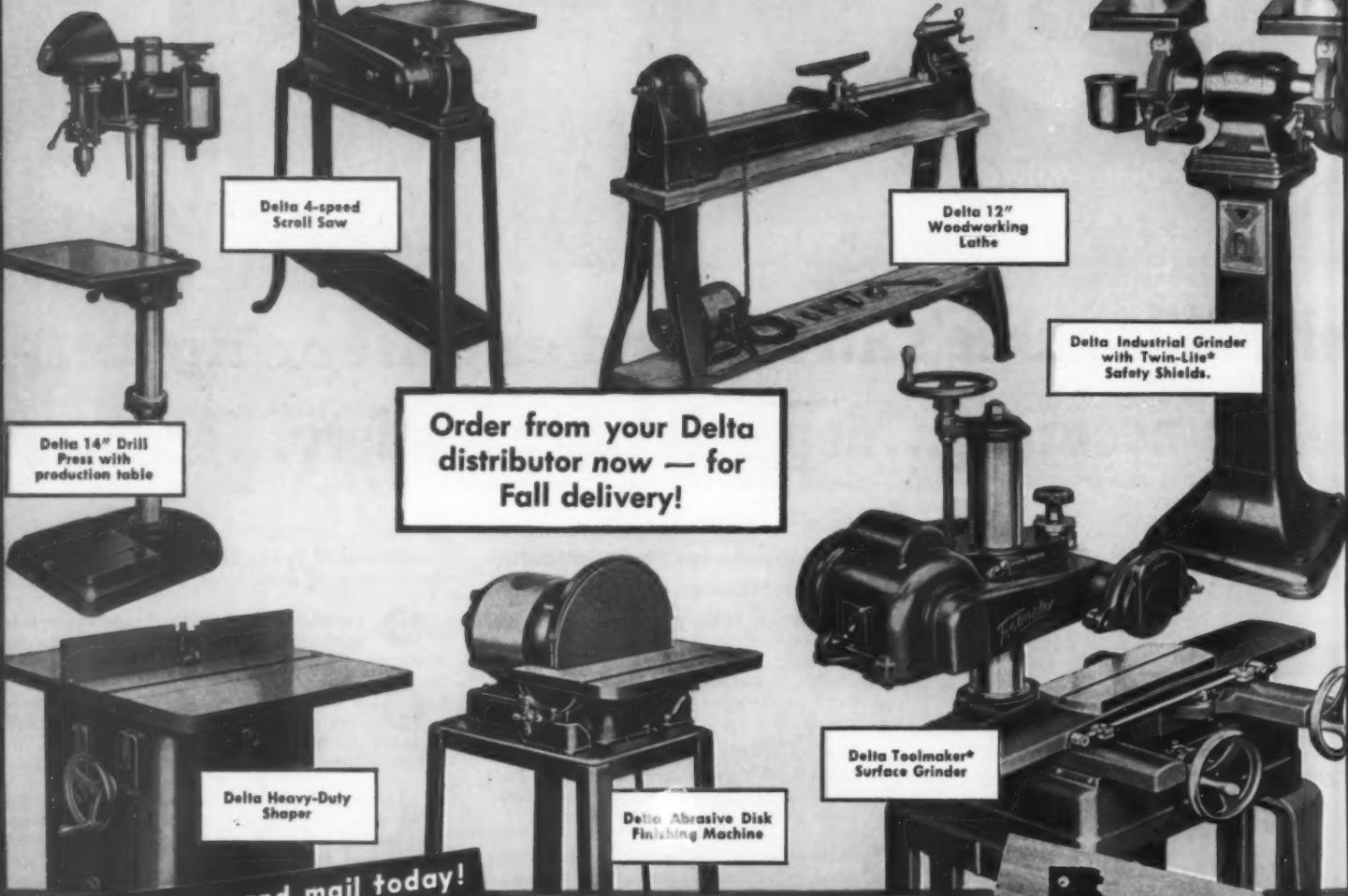


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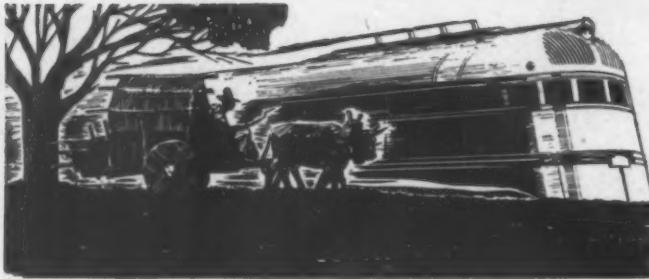
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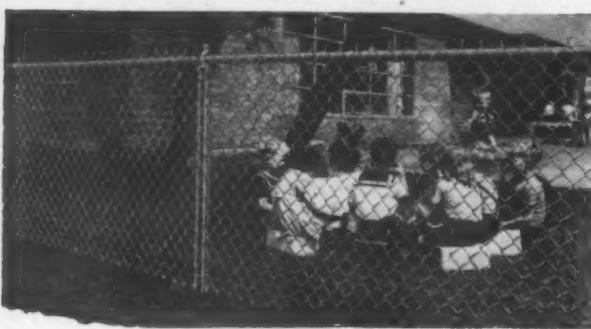
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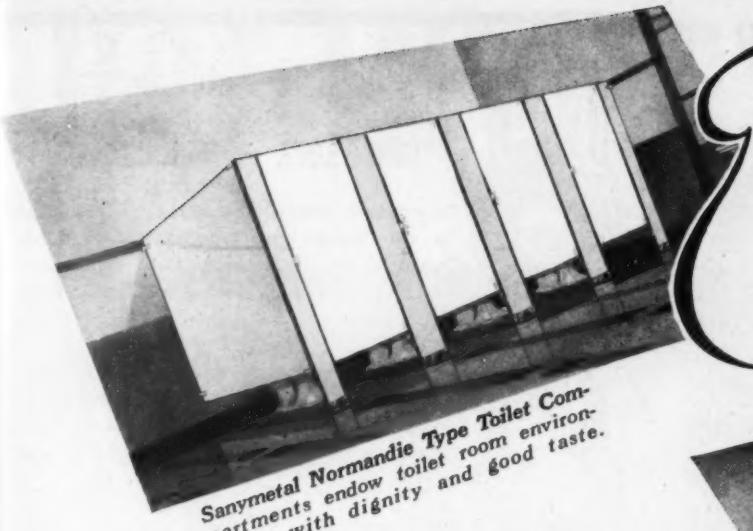
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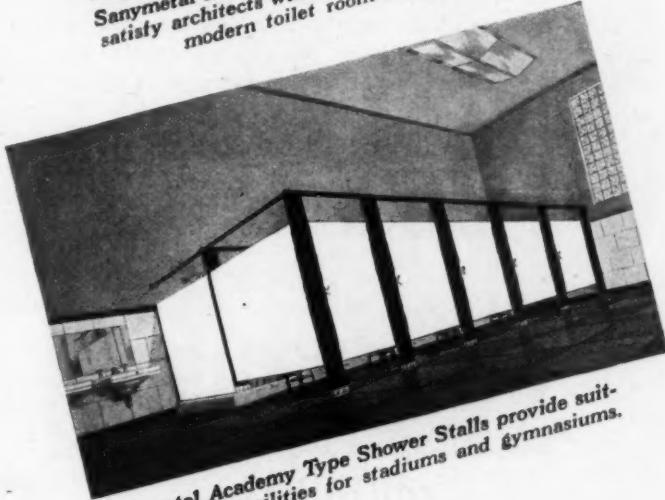
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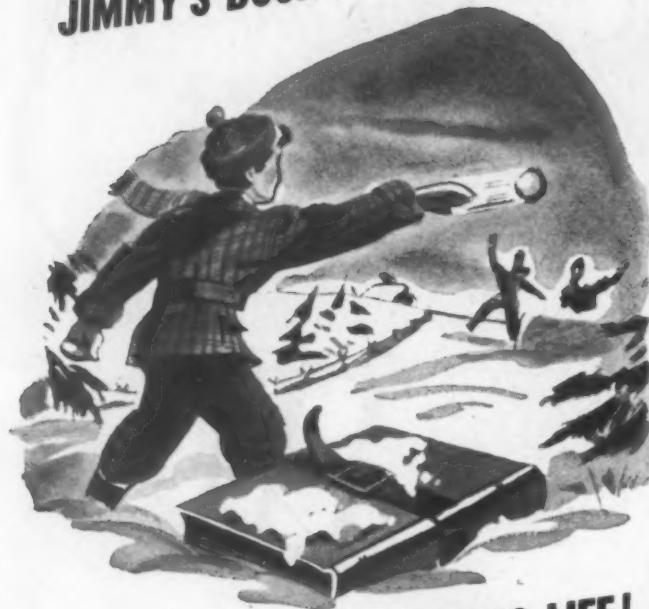
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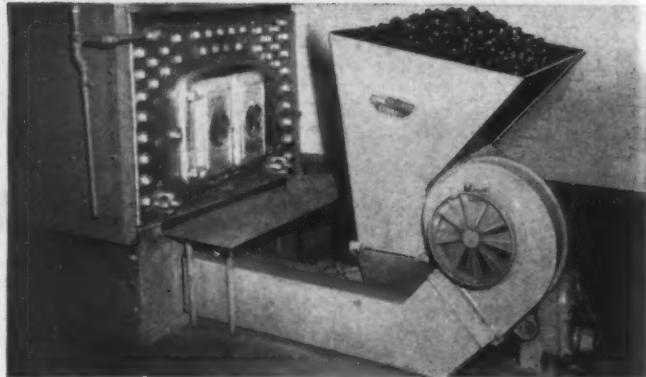


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Belt stoker firing. In addition to fuel cost cutting, they also enjoy quicker heating, higher boiler capacity, smokeless operation, attendant released for other duties, automatic control of temperatures or pressures.

Built and backed by one of the world's great engineering organizations. Write for literature. **LINK-BELT COMPANY**, Stoker Division, 2410 W. 18th Street, Chicago 8, Illinois.

10240-A

LINK-BELT
AUTOMATIC COAL STOKERS

Bituminous Anthracite

Capacities up to 1200 lbs. per hour coal feed



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Darnell Casters and Wheels
assure the easy handling of
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floor and equipment wear
soon pay for their cost.**

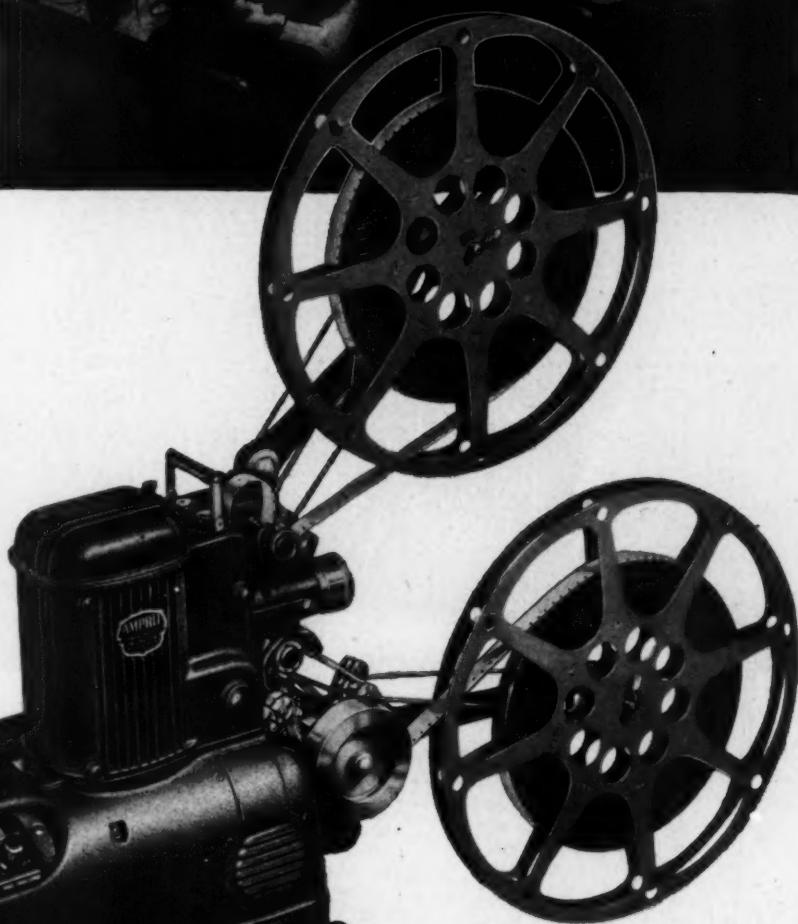
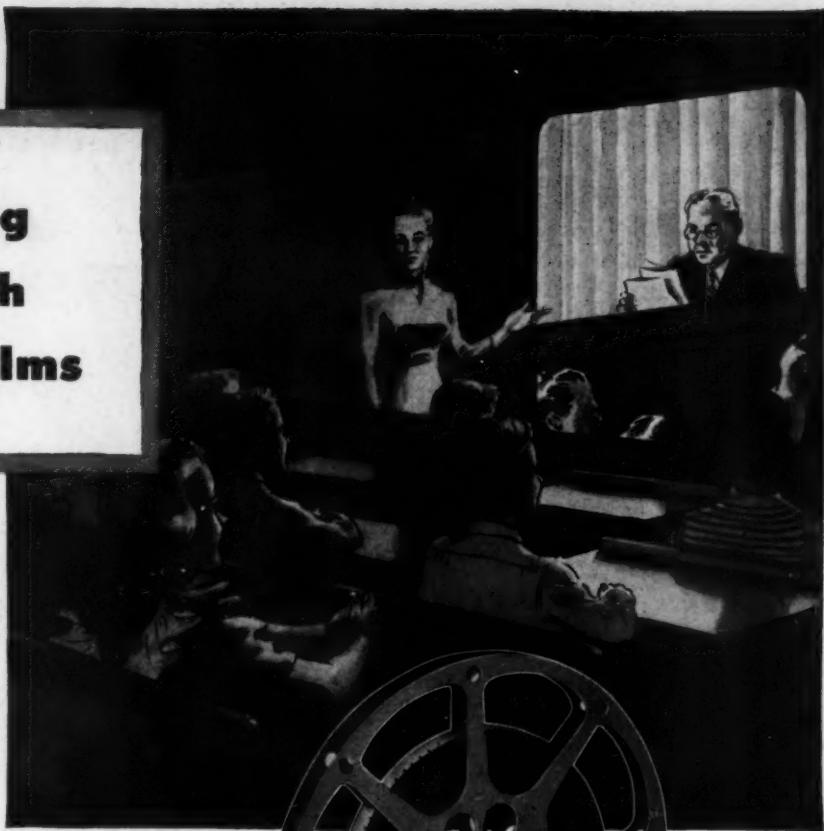
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Teaching Living Democracy with 16 mm. Sound Films

Today—in a chaotic world, there is an urgent need for teaching the meaning and worth of democratic institutions. Educators say there is no better way of doing this than through 16 mm. sound films that bring living demonstration to words—that show democracy in action in terms that young minds can understand and remember. Modern audio-visual aids are more than a means of increasing fact retention . . . they are the ideal means of creating a real understanding of social relationships.

. . . In this task of bringing the world to the classroom, the new Amprosound 16 mm. projectors offer many advantages. To appreciate the great strides made recently in 16 mm. sound projection—ask your Ampro dealer for a *demonstration* today!

Illustrated here is the new Amprosound Premier 10—offering superb tone quality, brilliant illumination, centralized controls—and many other exclusive war-tested features. Write for complete descriptive circular giving prices and full details.



The Army-Navy "E" has been awarded to Ampro for excellence in the production of 16 mm. motion picture projectors.

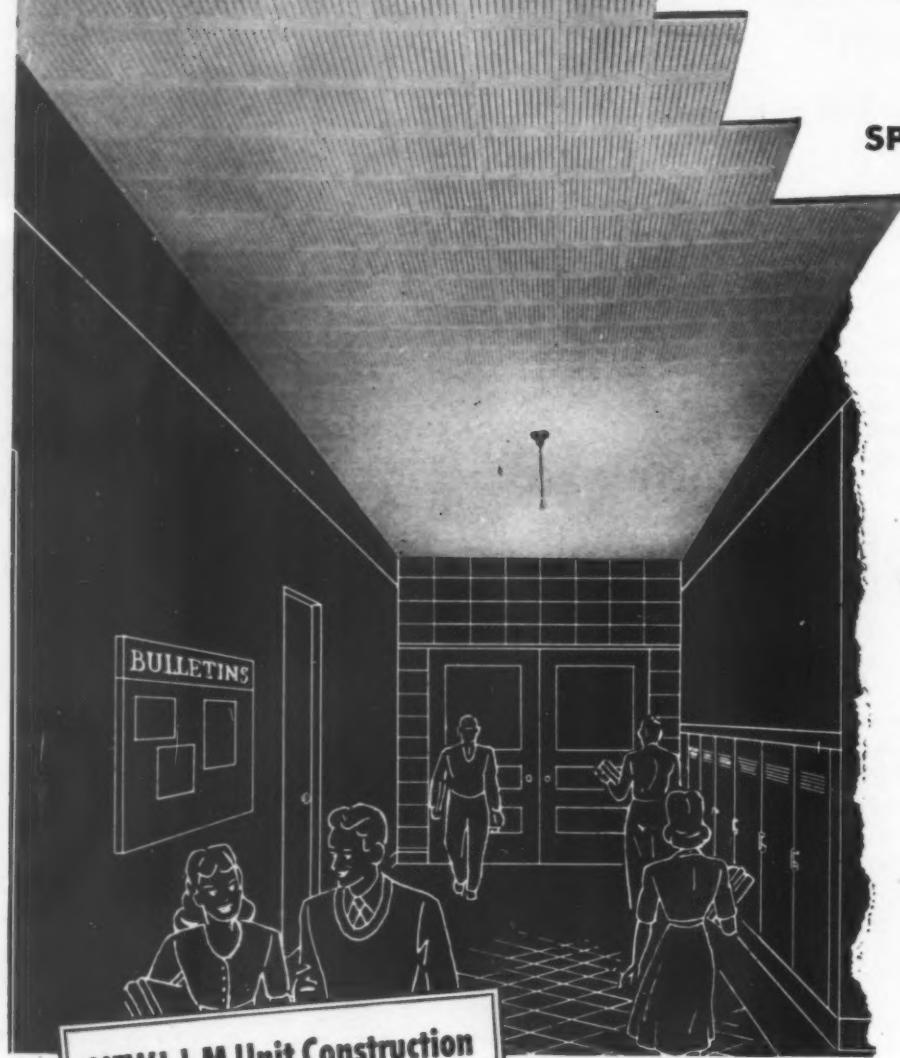


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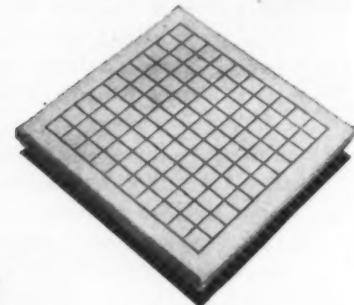
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sound-on-film... 16 mm. arc
projectors... accessories

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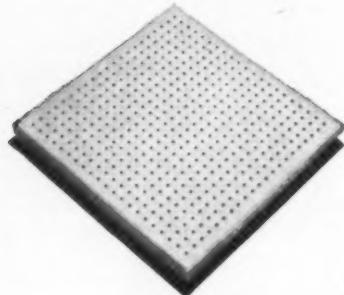
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or

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NEW! J-M Unit Construction provides flexibility!



Building interiors can be completely flexible to meet changing needs! The J-M Unit System consists of movable Transite Walls, efficient Acoustical Ceilings, and colorful Asphalt Tile Floors . . . all under one specification, one manufacturer's responsibility. Write for the complete details!



Two additions to the Johns-Manville Acoustical family bring the cost of sound control within the scope of almost every school budget.

Fibretex and Fibretone are attractive beveled units, twelve inches square, which have exceptionally high coefficients of sound absorption and of light reflection.

A unique feature of Fibretex is the pleasing pattern produced by its grooved squares. Its companion product, Fibretone, is distinguished by the more familiar perforated pattern. Either one makes an attractive-looking ceiling or wall that can be left with original factory finish, or painted as often as desired with no loss in efficiency. (An example of Fibretex in a school corridor is illustrated above.)

Whatever your problem in sound control may be, Johns-Manville can provide a solution that is scientifically correct. Johns-Manville, Dept. NS4, P. O. Box 290, New York 16, N. Y.



JOHNS-MANVILLE *Pioneers in Sound Control*

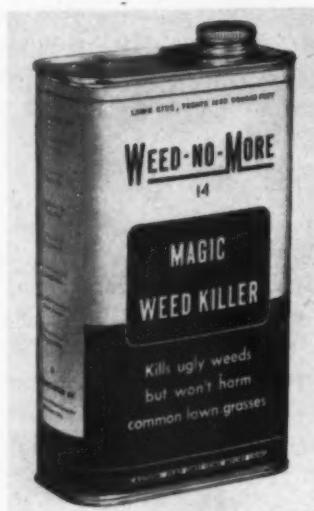
Member of



What's New FOR SCHOOLS

Grounds Superintendents

Will Sing Praises of Lawn Beautifier



Weed-No-More is not the title of a song, though it may inspire one among buildings and grounds superintendents of schools and colleges; it is the name of a new product just announced by Sherwin-Williams and its affiliates to provide inexpensive but effective treatment of lawns.

Weed-No-More is an ester of 2,4-D (Dichlorophenoxyacetic acid) which destroys most broad-leaf weeds without harm to common lawn grasses. Mixing perfectly with water, it is easily sprayed on

the lawn thus eliminating back-breaking weed digging to the end that its users will "weep no more." The finance officers will be happy, too, for the 8 ounce package, which treats 1600 square feet, will sell for \$1; the quart size, for larger areas, for \$2.98.

The new product will be distributed through hardware and drug jobbers and will be sold by Sherwin-Williams and its affiliates: Acme White Lead and Color Works; Rogers Paint Products, Inc.; W. W. Lawrence and Company; the Lowe Brothers Company; John Lucas and Company, Inc., and the Martin-Senour Company.—The Sherwin-Williams Company, Midland Building, Cleveland, Ohio.

• When inquiring, use coupon on p. 132; refer to NS337

Chlorinated Rubber

Provides Base for Concrete Paint

School administrators occasionally request information regarding paint that can be used successfully on concrete. They will be interested in knowing that chlorinated rubber supplies are back and that means that Truscon Paratex concrete floor coating is once more available.

Prior to the development of chlorinated rubber as a paint vehicle a few years before World War II, no paint had been successful in withstanding the action of lime and moisture in concrete. Lime is present in every concrete surface, in some types of brick and in the mortar used for cementing the brick. Lime is harmless enough until contact with moisture. The combination is active chemically and, therefore, has usually contrived to ruin paint, especially paint on cement floors that have been constructed at grade level or below grade.

The substitution of a rubber type of base in paint instead of the customary oleo-resinous base, consequently, was a revolutionary step. Vegetable oils react with lime and moisture forming a soapy mess; rubber resin in paint does

not form a soap with lime. As a result, the Paratex floor paint represented a great advance in the concrete floor paint field.

In addition to its use as a concrete paint, Paratex is adaptable also to steel protection.—Truscon Laboratories, Inc., Caniff and Grand Trunk R. R., Detroit 11, Mich.

• When inquiring, use coupon on p. 132; refer to NS338

Glass Washer

Handles More Than 1600 Glasses an Hour

Cafeteria and dining room managers and home economics instructors in schools and colleges will be interested in the Lofstrand Company's improved version of its glass washer and sterilizer. It washes, rinses, sterilizes and dries more than 1600 glasses an hour. The sterilization feature will win approval of the school nurse or the medical department.

No extra help is required to operate the machine, which is complete in itself. A set of brushes thoroughly cleanses glasses both inside and out, removing all lipstick, soil and other film adhering to the glasses. Hot water sprays rinse and sterilize, but no extra hot water apparatus is necessary. Fans circulate hot air, removing all steam and fog, and glasses are left sparkling and clear.

The machine comes equipped with electric motor, but gas or steam coil units may be obtained. It is 63 inches high, 34 inches wide, 21 inches deep and is made of stainless steel.—The Lofstrand Company, 959 Selim Road, Silver Spring, Md.

• When inquiring, use coupon on p. 132; refer to NS339



DDT Available

In Wall and Screen Paints

Repelo-Kote Dubl-Duty Transparent Wall Finish, which contains 5 per cent DDT, is said to serve a double purpose: it eliminates insect pests and protects wall finishes at the same time. It may be applied with a large paint or calcimine brush, roller coater or cloth pad. When a Repelo-Koted surface becomes soiled or unsightly, it may be restored to its original beauty and cleanliness by washing off the Repelo-Kote finish with clear water. It is then ready for another protective coat which is effective for many months. Though it is easy to apply, directions and cautions should be followed carefully. Repelo-Kote should

not be used over calcimine, white-wash, nonwashable wall-papers or any other surface that cannot be safely washed with clear water.

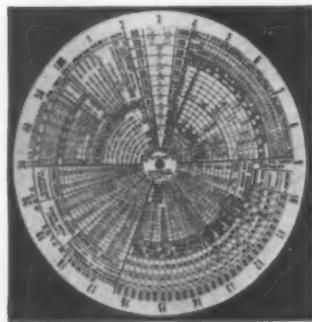
The room should be amply ventilated when Repelo-Kote is being applied and if the finish is spilled on the skin, it should be washed off with soap and water. Avoiding contamination of food stuffs is stressed.

Repelo-Kote Dubl-Duty Black Screen Finish, a companion product, serves a like purpose in care of screens: it eliminates insects and protects the screens. A coating is guaranteed effective against insects for a complete season.—**Ingram Chemical Laboratories, Chicago 47, Ill.**

- When inquiring, use coupon on p. 132; refer to **NS340**

New Device

Determines Correct Amount of Radiation



After several years of research and use by heating authorities, the Heat-O-meter can be used successfully by anyone without previous technical training, according to the manufacturer. Its operation is rapid and does not involve subtraction, division, complicated multiplication or the use of a formula.

The device, physically a round dial with three concentric celluloid printed disks, gives the correct answer through the simple turning of a dial. The dial is said to contain sizes of mains, returns, risers, radiator sizes and capacities, round and sectional boiler net ratings, chimney flue sizes and capacities with minimum and maximum heights, hot water tank sizes and capacities, fuel oil tank sizes and capacities, hot water generator capacities and other valuable heating information.—**Heat-O-meter, 424 West Forty-Second Street, New York 18, N. Y.**

- When inquiring, use coupon on p. 132; refer to **NS341**

Accounting System

Reduces Cost, Saves Time



It, with conventional bookkeeping methods, users report savings of 40 per cent in cost and up to 66 per cent in time.

The basic principle of Multi-Matic Accounting is the simultaneous posting of a number of financial or statistical

reports by means of a single writing, the patented Multi-Matic Accounting Board permitting the same entry to appear in a number of different columns on separate reports. A single writing, for example, prepares pay checks, employees' earnings, history records and the pay-roll register and ensures that identical entries will be correctly distributed to the proper columns of the check stub or voucher, pay-roll register and employee's ledger card.

The new system is unique in that it provides a daily and period to date financial statement with proved balances of totals and of each operating account and yet it requires no skilled accounting help.—**Remington Rand, Inc., Systems Division, 315 Fourth Avenue, New York 10, N. Y.**

- When inquiring, use coupon on p. 132; refer to **NS342**

New Cot Serves

Double Purpose in School Emergencies

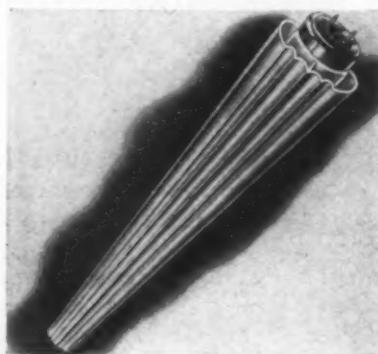
The new Safe-T-Cot will be found useful in schools and colleges, for it can be used in emergencies as a cot or for carrying the injured. A modern pressed steel, spot-welded stretcher with hard wood handles and aluminum alloy tubes which slide into a heavy duck hemmed cover, it is sturdily constructed in accordance with military field requirements. Unusual reinforcement from the double stitching of the canvas to the channeling and beading of metal parts results in a slight, compact, durable cot and stretcher. The heavy duck fabric is mildew and moisture proof and all metal parts are rustproof. Completely patented construction enables the Safe-T-Cot to fold neatly and compactly for storage.—**Thomson Industries, Inc., 29-05 Review Avenue, Long Island City, N. Y.**

- When inquiring, use coupon on p. 132; refer to **NS343**

Plastic Diffusers

Reduce Lamp Brightness, Minimize Glare

If pupils or teachers are getting some glare from the fluorescent lights, the condition can easily be remedied through an inexpensive method which is said to improve the quality of illumination in existing and new installations. The new Guth PFC-100's, "4 foot" white plastic diffusers which quickly snap on or off 40-watt (T12) fluorescent lamps, reduce lamp brightness 30 per cent yet are reported to be more efficient (82 per cent T.F.) than glass panels in providing efficient diffusion to minimize direct and reflected glare.



The Guth PFC-100's have a spring-like patented design which grips the lamp along its entire length thus affording easy cleaning and relamping. Fitting snugly, they help shield lamps and confine lamp heat for better, more consistent operating temperatures.—**The Edwin F. Guth Company, 2615 Washington Avenue, St. Louis 3, Mo.**

- When inquiring, use coupon on p. 132; refer to **NS344**

NEW CATALOGS

United Nations

Study Kits, Guides Available

Study kits and discussion guides on plans of the United Nations are available from the United Nations Information Office, 610 Fifth Avenue, New York 20, N. Y., and are particularly timely for classes studying history, government and international relations. These materials are already in use in many school systems, and the Information Office has received reports showing that teachers and discussion leaders find the complete study kits well balanced, factual and convenient to use. Individual booklets can be obtained at a nominal fee; there is a special price for the complete kit. Information on subjects, prices and quantity discounts can be obtained from the United Nations Information Office.

- When inquiring, use coupon on p. 132; refer to **NS345**

"The Incandescent Lamp"

Offers Pointers in Good Lighting

It is important not only to have an adequate supply of lamps in the school storeroom but to have the proper lamp for the purpose for which it is to be used. "The Incandescent Lamp," which is No. 2 in the "Know How" Lighting Series being published by Westinghouse Electric and Manufacturing Company, Lamp Division, Bloomfield, N. J., offers timely pointers in good lighting. The entertaining booklet gives factual data, from the markings on the outside of the bulb to the expected life of the lamp. In addition, a lamp guide tells what bulb to use where.

- When inquiring, use coupon on p. 132; refer to **NS346**

Booklet Tells

About New Type of Filing Cabinet

Steel Rock-A-Files, a complete departure from the conventional drawer type of filing cabinet, are now in production at Rockwell-Barnes Company, 35 East Wacker Drive, Chicago 1, Ill. School administrators who plan to purchase new equipment for offices or libraries will want a copy of the booklet, "Basic Filing Improvements," which describes the exceptional features of Rock-A-File.

Rock-A-Files do not pull open lengthwise but open sidewise. With this method of opening, the entire contents of the compartment are instantly visible and accessible at once; the actual pull to open the compartments is practically negligible. When open, the overhang is only 6 inches or a total width of 19 inches. The center of gravity remains within the cabinet so that it cannot tip over.

- When inquiring, use coupon on p. 132; refer to **NS347**

Advantages of Steam Cooking

Are Discussed in New Booklet

"For Better Steaming," a booklet devoted to the process of steam cooking, has been prepared by the Cleveland Range Company, 3333 Lakeside Avenue, Cleveland 14, Ohio, and is available to schools, colleges and other educational institutions free upon application.

Until recently, steam cooking has not been widely publicized in recipe or cook books but the situation is said

to be changing, and this new booklet points out the advantages of this method in nutrition and economy. Information on how to select equipment is provided, and a steaming chart is included.

- When inquiring, use coupon on p. 132; refer to **NS348**

"Paint Progress"

Gives Information on Preserving Color

If the outside paint finish on the school building is fading, the school head will be interested in "Paint Progress," Vol. 5, No. 4, published by the New Jersey Zinc Company, 160 Front Street, New York 7, N. Y. In addition to information on preserving paint color, there is an interesting story on how the manufacturers of the comparatively recent resin-oil emulsion paints get oil and water to mix and how duo-color metal painting is saving one company considerable sums in plant maintenance costs because the system indicates the time for repainting before rust begins to take its toll. Another feature consists of a group of photographs of scenes in a modern research laboratory. Other interesting items on luminescent pigments and using paint as light are included.

- When inquiring, use coupon on p. 132, refer to **NS349**

FILM RELEASES

The Story of DDT. 16 mm. sound. 3 reels. 25 minutes. The story of the discovery of DDT, its successful use during the war and plans for peace-time application. The loan price is \$1; application may be made for sale price.—British Information Services, 360 North Michigan Avenue, Chicago 1, Ill.

- When inquiring, use coupon on p. 132; refer to **NS350**

16 mm. Sound Films on Social Studies. Four motion picture films to aid in teaching subject now available on rental basis from DeVry:

The World in Which We Live. Presents changes in animal and plant life during the past ages. Portrays expeditions by explorers from the Chicago Museum of Natural History to Africa and Alaska. Running time: 22 minutes. Rental: \$3.

The Growth of Mankind. Shows man's progress from savagery to modern civilization. Includes scenes of explorations of the late Dr. James Henry Breasted, such as his excavation uncovering civilization from the Stone Age to the early Grecian era. Running time: 11 minutes. Rental: \$2.

The Growth of America. Helps students develop an appreciation of America's history. Running time: 10 minutes. Rental: \$1.50.

Today and Tomorrow. Presents view of the world today against the background of yesterday. Stimulates practical thinking about the world of tomorrow, surveys the use of power from the ox-propelled wheel to the modern engine and man's conquest of the air. Running time: 18 minutes. Rental: \$2.50.

A 96 page catalog of classroom teaching films is available without charge.—DeVry Films and Laboratories, 1111 Armitage Avenue, Chicago 14, Ill.

- When inquiring, use coupon on p. 132; refer to **NS351**

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HOBART MIXERS

In addition to the three mixers illustrated here, Hobart produces a range of models designed for every conceivable operation. They mix, beat, blend, whip, mash. With attachments they chop, grind, slice, shred, grate, crumb, sieve, strain, etc.

All Hobart mixers, regardless of size, feature exclusive Planetary Action—the most thorough, dependable, carefully-engineered mixing action ever developed.

HOBART POTATO PEELERS

New savings in time and food costs! Quiet, speedy and water-tight, these machines

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The Hobart Electric Ball Bearing Slicing Machine is ideal for all boneless meats, hot or cold, cooked or uncooked, bread, cheese, vegetables, fruits, etc. Convenient to operate, speedy, quiet, and easy to clean. Maximum safety. Hobart Stay-sharp Stainless Steel Knife.

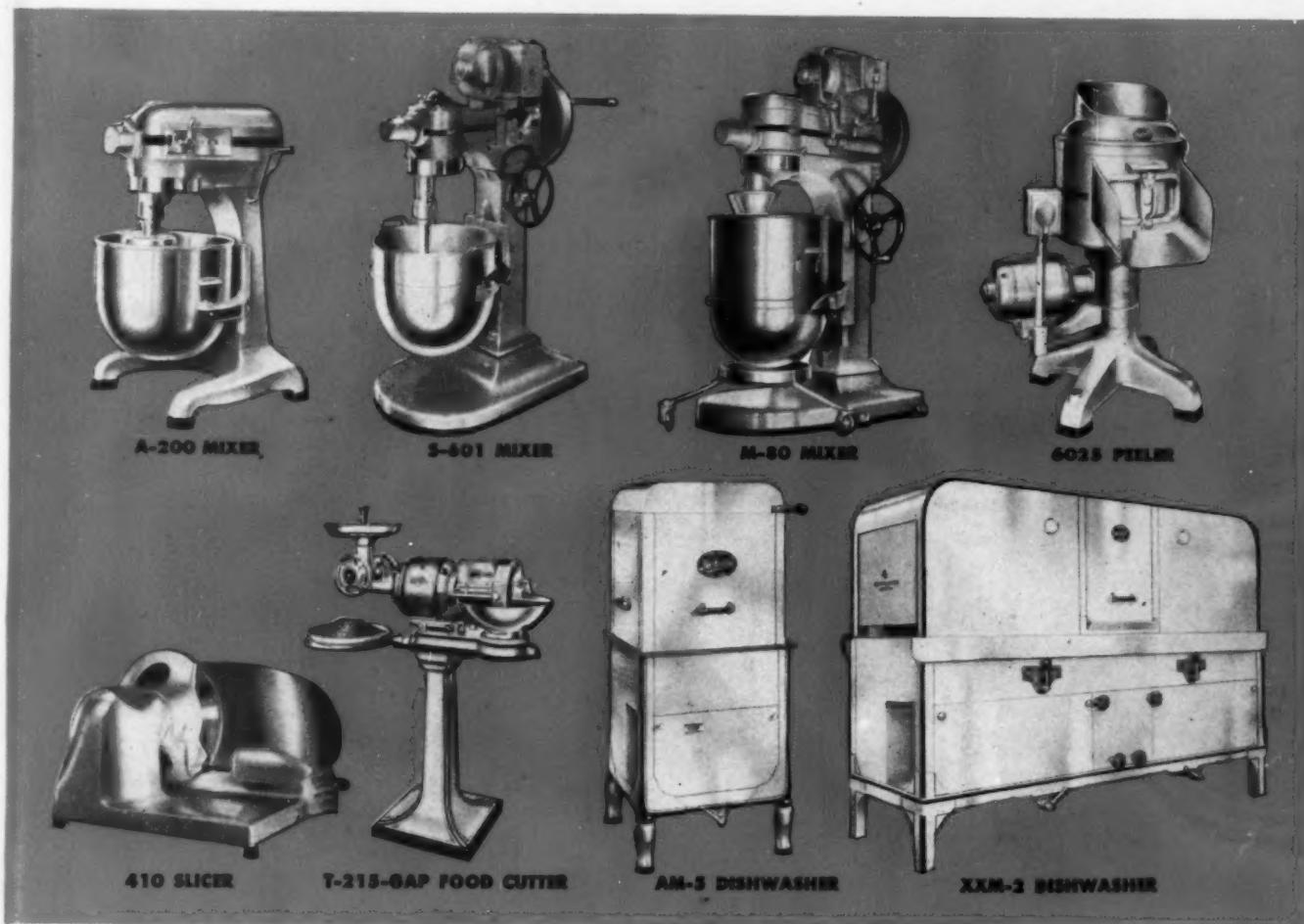
HOBART FOOD CUTTERS

Featuring distinct advances in speed,

thoroughness, safety, ease of cleaning, and economy of space. They cut and mix meats, vegetables, firm fruits, cocoanuts, citron, nuts, boiled eggs, beets—practically anything in the food line, uniformly in a few seconds' time.

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Automatic and semi-automatic models. Made in a complete range of sizes, for kitchens of any size. They wash all tableware *clean*, providing highest standards of sanitization in the shortest possible time. They carry such exclusive features as Revolving Wash Arms and the patented Dual-Drive Conveyor.



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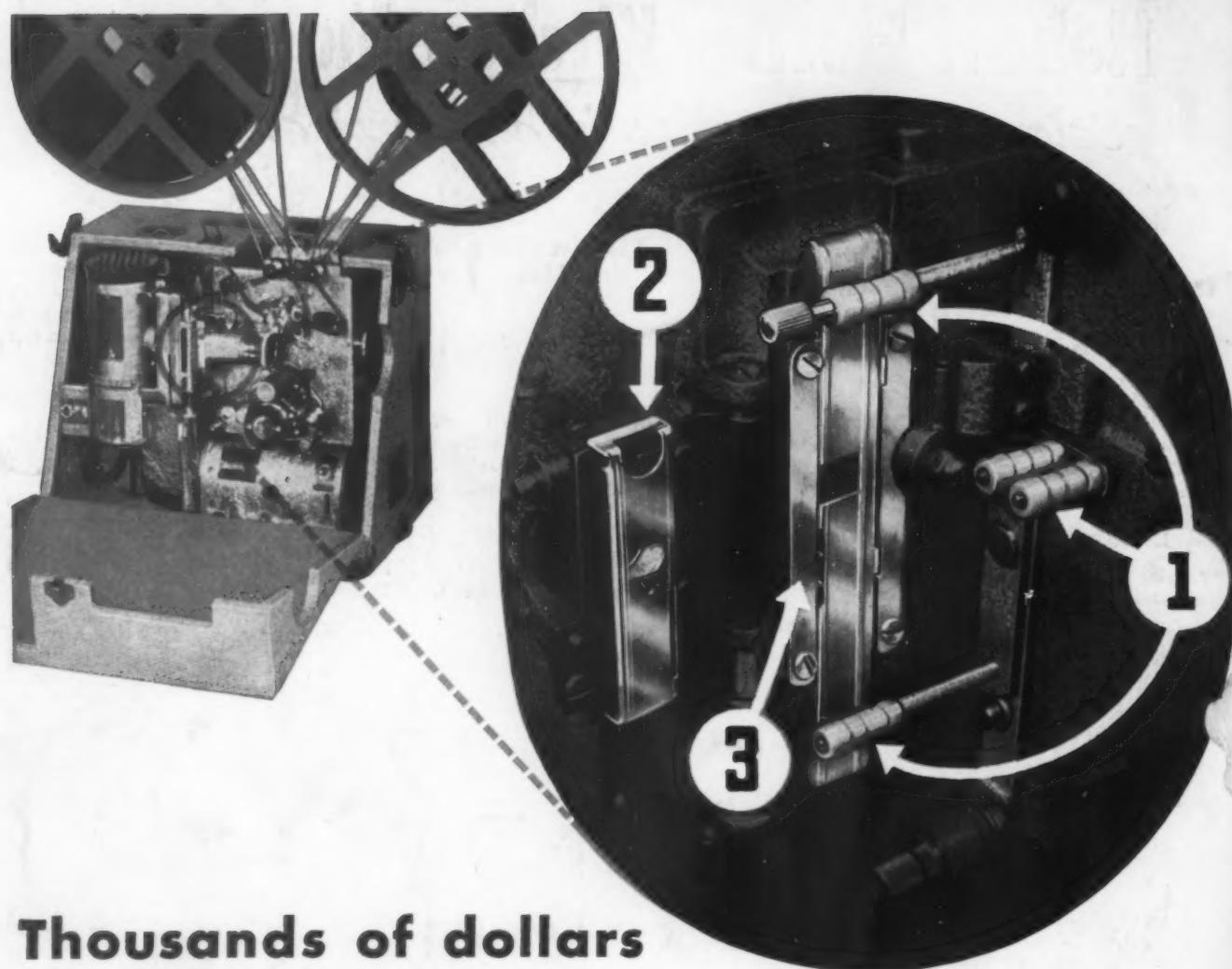
All Hobart machines are guaranteed and serviced by one nation-wide organization. This simplifies the maintenance as well as the purchase of all machines used in your kitchen.

Illustrations show representative models only—there are others in each line to meet the most varied demands. For details and specifications on these or any other models, consult your Hobart representative or write the factory.

Hobart Food Machines



The Hobart Manufacturing Company • Troy, Ohio
The World's Largest Manufacturer of Food Machines
Distributed by Hobart agencies in all principal cities—and all leading kitchen outfitters



**Thousands of dollars
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SAVED BY VICTOR'S "Safety Zone"

VICTOR'S exclusive design brings you this *triple insurance* against costly film damage:

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A VICTOR projector treats film gently . . . handles film safely. Even inexperienced operators, as well as old hands, enjoy operating VICTOR, because of these Safety Features. They are delighted, too, with the brilliance of VICTOR'S Straight Line Beam and the thrilling fidelity of VICTOR'S Sound System.



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